

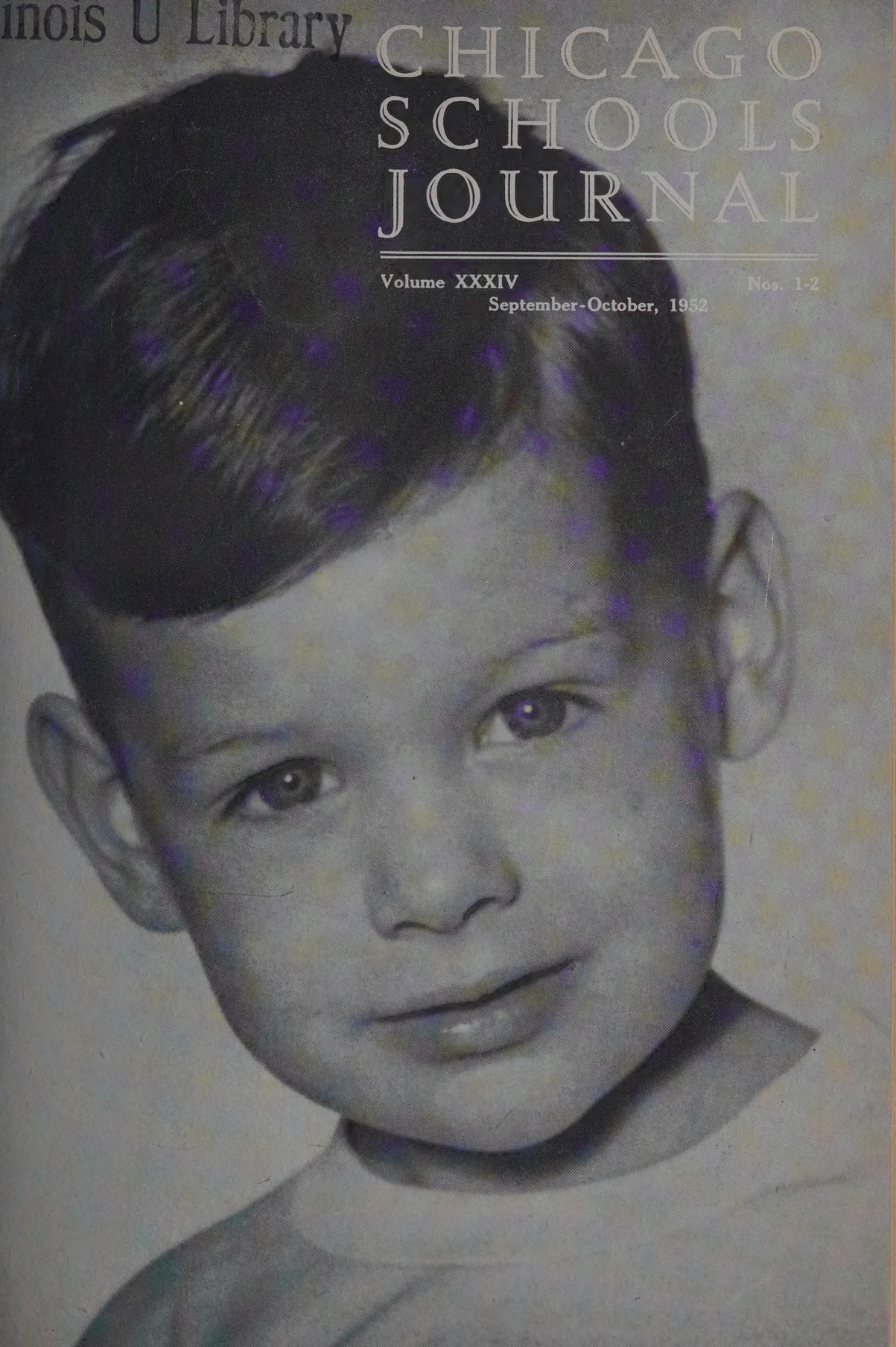
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FOOD PRODUCTS OF ILLINOIS

KIRK FOX

UNIVERSITY OF ILLINOIS¹

WE all must eat. Furthermore a very large proportion of those of us who live in Illinois get our employment from food production or distribution. But the system that produces and brings us our food works so smoothly that it is usually taken for granted. There are three parts to our Illinois food machine — farmers, processors, distributors. This article takes a brief look mainly at the first two of these.

Illinois has 31 million acres of farmland, some of the best in the world. On this our farmers raise about one-sixth of the nation's corn, more soybeans than any other state, spring and winter wheat, oats, barley, rye, several kinds of hay, clover and other grass seeds, flaxseed, buckwheat, popcorn, broomcorn, cotton, sorghum, potatoes, sweet potatoes, apples, peaches, pears, grapes, strawberries, peas, sweet corn, asparagus, snap beans, cabbage, cantaloupes, carrots, cucumbers, onions, pumpkins, spinach, tomatoes, and watermelons. Illinois ranks fourth among the states in the total acreage grown of all such crops.

Some of these commodities go directly to the market as food, especially some of the fruits and vegetables, which are sold fresh, but most of the others must be "processed" before they make food for humans. The first "processing" job is done by the farmer himself, who puts his grain and hay products into any one of a number of very efficient "machines" for making edible products or sells them to some one else who does. These "machines" are his cattle, hogs, sheep, poultry, and even his bees. Some of his cattle produce meat, others produce milk for some time, then meat. Some of his poultry produce meat, others eggs for awhile, then meat. Of course, some of the "machines"

have to produce new "machines" of the same variety.

Illinois markets more of these "feed converters" and their products than any other state, save one. To make this showing the Illinois farmer markets about one-tenth of the hogs and one-fifteenth of the cattle sold in the nation and an important share of the milk, eggs, and poultry meat. But his basic job is to produce with his fertile acres the raw materials to go into these animal machines.

However, this is only part of the food story. From every dollar we spent for food in 1950 only forty-nine cents went to the farmer. We paid the other fifty-one cents for having his produce further processed and delivered to the point where we picked it up. (This forty-nine cents is only an average. For instance, the farmer received sixty-eight cents of our meat dollar but only twenty-one cents of our grain products dollar.)

About 80 per cent of the food products we buy are factory processed before they get to us. This does not include packaging, crating, etcetera, of items that are not physically changed from their harvested state. Illinois provides about 12 per cent of the processed food for the entire nation; Chicago alone ships more processed food to the rest of the country than any other metropolitan producing area.

MAJOR PROCESSED FOODS

What are some of these processing jobs in which Illinois takes an important part?

Probably meat packing occurs to most of us first, and rightfully. More than one-seventh of the total value of edible livestock products of the United States comes from Illinois plants. This includes not

¹Departments of Food Technology and Agricultural Economics

only the usual fresh cuts but a multitude of sausages, cold meats, canned meats, lard and other fats, and, not to be neglected, pet foods.

Illinois has two kinds of millers of grain, "wet" and "dry" millers. These titles have no reference to their attitudes on prohibition but rather refer to the fact that the former uses enormously more water in his operation. This "wet" miller converts corn into starches, syrups, corn oil, and a large number of by-products, most important of which is more feed for livestock. The "dry" miller uses some corn but much more wheat and other grains to produce flour, breakfast cereals, and gain raw materials for other important Illinois industries. Two of these are the distillery and malted beverage industries. Distillers have chosen Illinois for the location of some of their largest, most modern plants because of a number of especially favorable factors. The heavy population concentrations in and near Illinois have been conducive to the growth of a large malt beverage industry. Both industries depend heavily on Illinois grains and provide large amounts of feed concentrates for Illinois livestock.

Large cities also mean a large baking industry and a heavy demand for dairy products. Illinois leads the baking industry. About 1,600 bakers produce well over 200 million dollars worth of bread, rolls, cakes, pies, biscuits, crackers, and pretzels per year.

Illinois provides, in large measure, the dairy products for its cities and sends some more highly processed items to other states. The diversity of these dairy products of the state includes butter; natural and processed cheese; dried milk products; canned, evaporated, and condensed milk; ice cream and ices; malted milk powder; fluid milk and cream.

A food industry which draws much of its raw material from outside of Illinois is the candy and confectionery group. Ranking, in Illinois, second only to meat

packing this industry makes over half the nation's candy bars and well over third of all candy products.

Having already mentioned butter, lard, and corn oil we now come to a fourth competitor in the food fats and oils group — soybean oil. Soybeans had their first important American development in Illinois and this state extracts almost half the annual supply of soybean oil. Housewives use it, most often without realizing it, as a canned shortening under any of several well-known trade names.

The short harvest season and the high perishability of our large fruit and vegetable output accounts for another important state industry group — canning, freezing, preserving, and pickling. Illinois ranks third of all states in canning volume. It has recently been estimated that by using canned foods American housekeepers annually save 34 billion hours of meal preparation time as compared with the time spent thirty years ago; that where they were spending four hours a day for three meals they are now spending two hours. The apparent inclination of the housewife to do less and less of her own preserving and canning and the high quality and flavor of the various frozen and processed foods now made available by technology point to further importation and expansion of this industry.

These are the major food products of Illinois, products of the farm and products of the factory. Perhaps we should get an impression of the enormous diversity of other items by a look at this partial list of the rest of the classes of Illinois raised or manufactured foods: canned and cured fish, soups, salad dressings, bread, sugar, salted nuts, chewing gum, soft drinks, baking powder, yeast, flavoring, vinegar and cider, ice, macaroni, spaghetti, noodles, dessert mixes, and potato chips.

TECHNOLOGY TO AID EXPANSION

The farmers and manufacturers who produce all of these things have made

nois a leader in foods. But the future holds new challenges! Population experts tell us that by 1975 we will have five mouths to feed for every four we have now. There can be no expansion to new lands as in the past. These extra people must be fed by increases in the farmer's productivity. But the farmer can not do the job alone. Processing and distributing technology must help in several ways: by finding food uses for raw materials now

wasted or fed inefficiently to animals, by finding better ways to carry more of our produce from the producers at harvest time to the consumers throughout the year, by doing these things with less waste and without loss of tastefulness. Our great universities and other research institutions will have to play an important part in these efforts, as they have in the past.

GUIDE LINES FOR HIGH SCHOOL READING

ISABEL KINCHELOE

SOUTH SHORE HIGH SCHOOL

FOR the high school junior, classroom life is a merry round of hazardous encounters with mature expository prose style. Study assignments in science, in social studies, in literature send him off to scale textual heights. The altitude is high and the going is difficult. At least he contends that for him the way is difficult. All too often he offers in his classroom performance incontrovertible evidence to support his contention.

Just what does "difficult" mean in his case? Do too many new words check his progress? Is the sentence structure too complex? Are the social or technical concepts beyond his ready grasp? His trouble, as he sees it, lies usually at the base-level of literal sense meaning. Consequently his plight demands that the guide known as teacher appraise the talents of the climber, assay the prescribed ascent, and set up some guide lines accordingly.

The teacher of reading should be alert to detect signs in the follow-up communicative activities of each reading assignment. Spoken and written responses reveal specifics of comprehension, or lack of it. Deliberate questioning to test meaning in particular context uncovers further facts

about immediate reading difficulties. These routine discussions and test-questioning activities are especially useful in appraising vocabulary powers.

Students' journals or logs of sentences that were "hard to understand" in reading assignments can provide important data about other aspects of reading difficulty. Students accustomed to teacher-pupil planning and to activities of self-appraisal participate willingly, reliably, and helpfully in evaluative measures. Entries in such journals highlight especially well those reading difficulties inherent in sentence structure or intention.

Such practices — post-reading discussion, test-questioning, and self-checking by journal entries — have given rise to the observations which follow. One instructional unit in eleventh-grade English requires reading of great American documents, reading of expository prose similar to that to be found in social studies assignments. The students in this instance, some sixty of them, were all reading at grade level or above, according to data in their cumulative record folders. They were at home in the library and they were not allergic to dictionaries. They were not

reluctant readers." Yet even these parsons admitted to precarious footing in their required reading ascent. Reading guide lines were needed.

WORD TROUBLE

"New" words offered no common problem. Familiar words did. New words gave no trouble probably because of direct teaching. In our study procedure unfamiliar words and concepts were anticipated and dealt with as class matters, before private reading of a selection took place. These students had been trained earlier to cope with word strangers. In general they knew how to infer possible meaning from the context and how to resort to the dictionary in order to test their inferences. Familiar words we had inadvertently neglected. Our co-operative study of the situation indicated that vocabulary trouble stemmed from four sources: (1) known words used in their less common senses, (2) known words used figuratively, (3) technical words used figuratively, (4) technical words used nontechnically, and (5) phrases of simple words conveying new and complex ideas.

The more familiar one meaning of a word is, the more troublesome a rarely used sense of that word may prove to be. The word "popular" is a truly worn coin in the exchange of chatter in any high school corridor, but James Madison's reference to "popular government" in *The Federalist*¹ puckered some brows in our classes. "Interest" is an old word friend, but Lincoln's statement found place in several of the journals:

These slaves constituted a peculiar and powerful *interest*.²

Figurative meanings puzzled many a literal-minded reader in our midst. An "unshorn lamb" would be an understandable item, but Jefferson Davis' inherited rights which he said must be transmitted "unshorn to our children"³ slowed down several readers.

In biological context the word "pulse" used in its technical sense would baffle no

one of our eleventh-graders, but in referring to the League of Nations, Wilson promoted the word to figurative operation and retarded some of our readers:

...the very *pulse* of the world seems to beat to the surface in this enterprise.⁴

Moreover, in reading poetry the week before, these juniors had encountered "pulse" used by Emerson in a sense unknown to our city youth:

Hast thou. . . .

At rich men's tables eaten bread and *pulse*?⁵

Words learned first in their technical senses are not readily understood by young readers when those words are intended to represent nontechnical meanings.

Simple enough are the single words in the phrases "spheres of influence," "balances of power," "principles of free choice."⁶ Nevertheless such phrases have as their referents ideas strange and complex for juniors.

From our study of a local reading situation the pattern of our particular word troubles appeared. That pattern indicated to us that systematic study of words with their multiple meanings and of words in idiomatic combinations was in order and necessary.

SENTENCE HAZARDS

From recurrent entries in our collection of reading journals a pattern of sentence troubles emerged. Apparently, if a sentence must be long, our conservative juniors would choose to have its subject and predicate verb appear in juxtaposition, in that order, and preferably up front. When various interlopers separate subject and verb, immature readers slip in their tracks. Typical of many entries was this portion

¹*Reading American Literature*. By Gladys Campbell and Russell Thomas. Boston: D. C. Heath and Company, p. 559.

²*Ibid.*, p. 576.

³*Ibid.*, p. 573.

⁴*Ibid.*, p. 582.

⁵*Ibid.*, p. 732.

⁶From addresses of Franklin D. Roosevelt

of a sentence from Washington's *Farewell Address*:

The *strength* of my inclination to do this, previous to the last election, *had even led* to the preparation of an address to declare it to you....⁷

Mere length in a sentence is a new and trying experience for a young reader today. Style in sentences, as in women's hats, changes as time passes. This truth of linguistics a junior should learn — through guided observation. So, too, he can be guided to find his way meaningfully up the sheer rise of a periodic sentence or of a complex modification, either of which can be responsible for a loss of reading foothold.

RHETORICAL ROADBLOCKS

Ability to understand and enjoy implied meanings, in whatever form, is an imperative for ongoing high school readers. In our unit of reading such meanings were represented through allusions, irony, and an occasional pun. The students had little trouble in deriving meaning from an allusion fairly labeled by direct symbols or reference as an allusion, but we had to use the guide ropes together when they came upon unlabeled allusions such as Lincoln made:

Yet, if God wills that it continue until all the wealth piled by the bondman's two hundred and fifty years of unrequited toil shall be sunk....⁸

No quotation marks, no named source eases the way with this type.

Thoreau's irony and his play on the word "sleeper" typified another reading difficulty for a number of readers:

Did you ever think what those *sleepers* are that underlie the railroad? Each one is a man an Irishman, or a Yankee man.... They are sound *sleepers*, I assure you.... I am glad to know that it takes a gang of men for every five miles to keep the *sleepers* down and level in their beds as it is, for this is a sign that they may sometime get up again.⁹

Irony must come to be readily recognized as such, wherever it is met.

BELAYING GUIDE LINES

Teachers of reading have long recognized and appropriately dealt with the "fourth-grade hump." Teachers of high school subjects must similarly recognize any-grade hump and deliberately set out to do right things about it. As we single out the specifics of local reading difficulties and of subject-matter difficulties — and share our findings — we shall learn ways around and over those difficulties. These ways we shall demonstrate to our students before study-reading occurs. Direct teaching of word attack must extend upward and onward. Teaching of grammar should be geared to serve reading needs to the end that structural meaning is properly clarified for young readers. The climb is steep, but the view from the peaks is worth the effort.

⁷Campbell and Thomas, *op. cit.*, p. 550.

⁸*Ibid.*, p. 577.

⁹*Ibid.*, p. 669.

Good books are to the young mind what the warming sun and the refreshing rain of spring are to the seeds which have lain dormant in the frosts of winter. They are more, for they may save from that which is worse than death, as well as bless with that which is better than life.

— Horace Mann

EDUCATION FOR CITIZENSHIP

LILLIAN DIMITROFF

CRANE TECHNICAL HIGH SCHOOL

THE election¹ this fall offers the social studies teacher a splendid opportunity for civic education. Democracy — a way of life, not merely a set of political practices — requires more than information about the subject. Vital instruction suggests guidance in experiencing this philosophy of life. Our society as well as our political system is complicated; some instruction and practice are given to train people for less important operations. In view of the many signs of disintegration in our social order, it seems necessary that we should pattern instruction after reality. In our thinking we are in a period of civic training in which we are no longer training for the future alone. We are attempting to instruct by providing valuable and suitable citizenship experiences for the present. Nor are we any longer depending exclusively on the written word; by setting up realistic teaching situations we have the only technique by which we can reach all of our school citizens. Let us not forget that many of the girls and boys in our public schools today do not respond to the written word because they can not read well enough. More than ever before, teachers require varied techniques in order to reach all of the school population, as well as to instruct in knowledge, experience, habits, skills, and ideals of effective citizenship.

Because of general interest, an election offers an opportunity both to instruct all types of pupils along the lines of civic education and to teach valuable concepts about our democratic way of life. Some of these concepts are:

Importance of the individual in our democratic society.

Government by popular consent implies both the availability of the ballot to all the citizens and the responsibility of the individual to use the ballot honestly and wisely.

Tolerance for different points of view is the very essence of democracy.

The responsibility for informing himself on the personalities and issues at the time of the election as well as the fulfillment of duties after taking office lies with the citizen.

Democracy places on all the duty of maintaining vigilance over those placed in office and the expression of intelligent opinions to those who represent us in our government.

Good or bad, government is a reflection of the quality of citizenship of our people.

The people are the government.

To insure greater political competency civic training in our public schools can be vitalized by various educational projects. Thus, social studies teachers can capitalize on the interest associated with an election. The subject matter areas and techniques which follow can be adapted to all levels of our educational system; moreover these suggestions are diverse enough to allow selection of materials and techniques to fit a particular classroom. Such work could easily be correlated with various types of social studies units. The school should be ready to utilize facilities on instruction in the community; here is a project which can offer something to the community. The plan which follows offers opportunity to train students in leadership, to initiate pupils into adult political experiences and responsibilities, to give unbiased and non-partisan information to the community and at the same time to teach the community about the school program. For example, a school program dramatizing the issues of the election might be performed by students before the P. T. A., a club, or a church. Suggestions follow.

¹Although this paper was written with the presidential election in mind, the techniques set forth may be used in connection with any election.

Subject Matter Areas:

- Biographies of candidates
- Issues in the election
- Method of nominating the president
- Method of electing the president
- Qualities necessary to be a good president
- Do party platforms reflect public thinking?
- Can party platforms be translated into legislation?
- Should we change our nominating procedure?
- How should the president be elected?
- Plans which have been proposed for changing our method of electing the president
- In a campaign should candidates, especially presidential aspirants, make promises to specific groups of voters?
- What is the value of political platforms?
- Do we elect our great men to the presidency?
- Do we elect officials on the basis of personality or issues?
- Should we change our party alignment from Democrat and Republican to Liberal and Conservative?
- For what do our two major parties stand?
- What forces are backing each candidate?
- How can we increase participation in voting?
- How, when, and where do people register?
- What are the voting requirements in Illinois?
- Information about absentee voter's ballot
- The voter and a change of address
- The presidency and the Twenty-second Amendment
- What factors would influence you to favor one political party; to become an independent voter?
- Of what importance is the independent voter in our elections?
- How can we obtain greater participation in elections?
- What is the role of minor parties?
- How and why do we regulate campaign expenditures?
- Tense moments and their significance at the conventions of the two major parties
- Outstanding personalities at the conventions
- Outstanding personalities in our two major parties
- Constitutional requirements for the presidency
- Past and present laws on succession to the presidency
- Past methods of selecting the presidential nominees
- Role of the presidential electors

What factors influence the selection of presidential and vice-presidential candidates?

Comparison of present platforms with those of the past twenty years

Techniques:

- Sociodrama
- Panel discussion
- Debate
- Showcase display
- Slogan contest
- Cartoon display contest, telling a story about the election
- Original cartoon contest
- Presidential picture contest
- Field trip to a historical museum
- Critical survey of press and radio programs to determine slanting of news on candidates and issues
- Films and filmstrips
- Notebooks
- Pupil-made glossaries of specialized vocabulary, e.g., favorite son, dark horse, GOP
- File of election materials
- Mock political convention
- Mock radio political speech
- Skits, dramatizing convention or important incidents in the lives of the candidates
- Reports
- Twenty questions (similar to radio program) on presidential or convention personalities
- Daily three-minute news flashes about candidates, campaign, etcetera
- Favorite candidate poll of students or man-in-the-street
- Similar poll on important issues
- School newspaper contests: slogans, cartoons, editorials, letters to the editor
- Election "spell-down"
- Election quiz program modeled after a radio or a television program
- Write a paper
- Assembly program
- Straw vote

Evaluation of any part of this civic education program should start in the classroom with pupil-appraisal of a project as soon as it has been completed. Certainly the following values and understandings should derive from such a plan: tolerance of different points of view, skill in organization and presentation, interest in

participation in group action, leadership training, appreciation of the responsibility of the citizen for the conduct of government, understanding of some of the processes of government in operation, and

experience in problem solving. Such a laboratory of citizenship experiences should maintain class morale at a high level and likewise build a lasting foundation for our democratic way of life.

READING AND ADJUSTMENT TO LIFE

ANNE EMERY¹

ADJUSTING to life as we meet it is a process that never ends. Our lives fall into two parts: the period of preparation, which is youth, and the period of achievement, when we must account for our lives not only to our contemporaries but to ourselves. Youth is filled with schooling, education, and discipline, with dreams, aspirations, and plans for a life of achievement and satisfaction. The time seems long when we are young; but almost before we know it we are moving swiftly along the current of adult life, too frequently feeling that somewhere we made a mistake, that we are not doing what we had planned in the high hopes of youth, and that we are being outstripped in the race for success and recognition by others who have no better qualifications than we ourselves may have.

Youth's adjustments are perhaps the most difficult to make. Boys and girls have not yet learned that one's personal accomplishment depends so much upon oneself; they still believe that one can do big things with one's life just for the wishing; they still believe in luck. Many persons never stop believing in luck. Many never discover that success depends upon oneself. Many never discover the honest face of success at all. These unhappy adolescents are the ones who never grow up, who remain immature to the end of their lives, distorting their personalities and the lives of their children with their own unhappiness. Others make and accept the hard discoveries of life, change and grow in their points of view, become wise in unhappiness. And society is enriched there-

by. How, then, can we give our young people the kind of educational background that will help them to grow into the mature citizens our country and society must have? Of all the skills and techniques in educational curricula today, most teachers feel that reading is the most important, for the obvious reason that no reading subjects will be satisfactorily mastered if the actual business of reading the subject matter is unduly difficult.

We have improved techniques of instruction from the first grade through the remedial work done at high school levels. We have developed wide and varied uses and purposes to which we put the books in our libraries; we have correlated reading programs, book reports, reviews. Unquestionably we are teaching reading more effectively and our students are reading, perforce, more books. But are we conveying as well a love of books, a passion for reading, that will carry over into adult life as a recreation, a hobby, a resource in time of need? Are we using the enormous resources of written thought and philosophy and vicarious experiences in our libraries to the fullest extent, beyond "literature courses" and "social studies outside reading list" to develop in these students a love of reading that will stay with them the rest of their lives? And how important is this feeling for books anyway?

A love of reading is the most important single interest any person, child or adult, can develop. As a parent, I believe that

¹The writer of this inspirational article is author of *Bright Horizons*, *Mountain Laurel*, *Senior Year*, *Going Steady*, *Sorority Girl*, and others.

reading background and love of books are more important than music, straight teeth, horseback riding, dancing, swimming, country clubs, social activities, or any of the other things on which parents spend money and energy to develop rounded personalities in their children. As a former teacher, I feel that love of books is more important than social studies, mathematics, Latin, music, physical training, vocational training, or any other single aspect of the curriculum. I do not mean, of course, that books should replace all or any of the other interests and activities that enrich lives. I say only that reading should be recognized as the important influence that it is, and used accordingly, with the purpose always of developing the love of books into a lasting enrichment.

BOOKS IMPORTANT

And why are books so important? The major decision confronting our young high school graduates is the choice of the direction their lives will take in making a living, that is, the choice of how they will spend the next forty years of their lives. In choosing a vocation or profession, they receive a great deal of help from student counseling services, aptitude tests, and experience in part time jobs during their high school years. In material terms, they have some kind of yardstick to apply to their choices.

The problem not yet solved by teaching staffs is the problem of personal values. The adult working with the high school youth in this decision can tell him about his aptitude for his chosen work; about the requirements, frustrations, and rewards of that work; about the possibilities for advancement and competition. The youth will take into account all this information in making his choice.

But what kind of philosophy does he bring to bear on his decision? How does he feel about the importance of money and security, success and fame? Does he truly understand that not more than one or two in a hundred will go to the top of the lad-

der; that the others must find satisfaction in the place in which they find themselves; that he may be one who will never reach the top? Does he have any conception of the vital, intangible satisfactions of a good job well done, regardless of recognition or promotion or monetary advancement? Is he looking for work in which he will himself find satisfaction or is his criterion high pay, easy hours, retirement benefits, long vacations, and sure promotions? And if this is his idea, can it be changed by counseling?

The attitude with which a student approaches his choice of a vocation is going to be the product of all of his experience and environment and training up to that time. And as we all know, that attitude is going to be influenced heavily by his home and family. But, in adolescence, he can be influenced also by anyone whom he admires. He can be reached at that time by teachers whom he likes, and those teachers can give him heroes to admire, great personalities who lived for something greater than themselves. The adolescent can discover through vicarious experiences a sense of achievement, a foretaste of struggle, the difficulties and rewards of many choices. He can learn that others have troubles too, that he is not alone with his problems, that financial prowess can be an unsatisfactory goal, that happiness must come from within.

For young people who are just beginning to ask for meanings, who are facing big questions which they know inwardly they must solve for themselves although we may try to help them, an example of heroism or generosity or self-sacrifice creates a stirring impulse to be likewise. Young people want to be great, happy, good. But they must find the way to carry out that idea, and unless they learn that it can flower within themselves, apart from material gratification and demonstration, the impulse to growth can become warped in frustration and lead them as adults blaming persons, breaking prejudice, or fortune for their own failure.

BUILD A LOVE OF READING

So we build our reading programs, and we develop our teaching, and we get our students to read the books. But how do we get them to like them? It is well known that the way to instill desirable values in young people is to like your students fundamentally and genuinely, be the kind of person you want them to become, provide experiences that will result in success more often than in failure, and be consistent. Certainly these techniques must be the basis for building in boys and girls a love of reading.

If you like the young people you work with, and if you like the books you give them, it is highly probable you will transmit to them some of that love for books that will grow as they grow. If a teacher presents Shakespeare with something less than enthusiasm, it is unlikely that anyone in that class will remember Shakespeare as anything other than a dull assignment. But if you have yourself developed a real delight in Shakespeare's poetry, some personal insight into the characters who live in his pages, you may be sure that some at least of the students who read Shakespeare with you will never forget the magic you made come alive for them, that some of them will go back to Shakespeare for recreation, for pleasure, for stimulation, years after they have left your class.

If you can find for a reluctant reader a book that enthralls him, or one that carries him away in spite of himself into a world of adventure or heroism, or one of refreshing humor, or the story of a boy who is struggling with an adult environment as he himself is struggling, or a fantasy that escapes far beyond the city streets he knows too well, he will come back again and ask for another book "just as good."

There are probably some books that must be read, although many readers find them dull, heavy, uninteresting. This is a situation involving a kind of failure for the reader, even though he can pass a test

on the book. Let us then try to counteract that effect by finding for him other books that will grip his imagination and attention, and thereby provide the experience of success that will contribute to a growth of interest in books in general.

Perhaps the most difficult part of the program is the need for consistency, which means, ultimately, developing a kind of reliability that a reader may count on in your reaction and recommendation about books. This must mean knowing the books and the readers so well that you can get the right book for the right student in a consistent pattern that will develop in the reader a faith in your good will, if not omniscience. Difficult! Yes, but not impossible. Not if you love books and young people.

Let us approach reading then with the purpose of developing in all readers a lasting love of books. And let us do it by developing whatever love of books may be latent in ourselves, reading and responding to the books we want to give the boys and girls, and knowing the young people well enough to give them the books they need. Reading good books with enthusiasm, with response, with intellectual curiosity will help our young people to make up their minds about what comes first. And in a day like ours, when so many objectives seem to be important, so many interests compete for our attention, so many things clamor to be done, there is a major adjustment value in being able to determine clearly what comes first in one's life.

We know today that a major weakness in our democracy is the demand for security at the price of liberty. What is security, if it is not inner strength, the knowledge that one can take care of oneself so long as he is free to do so? What better security can we give our young people than this inner resource to bolster external freedom? And where find this inner resource more certainly than in the world of books, where the experience and wisdom of generations are stored.

NEW BOOKS FOR 1953 READING¹

ELOISE RUE,² ELIZABETH J. WILSON,³ AND
MARCELLA G. KRUEGER⁴

YES, school is really in full swing again! And Christmas is only — see your newspaper — days away. Susie's mother just stopped over and asked you what books she should buy for Christmas. We know you didn't take it lightly. Books do not make a child's character, but the right book at the right time can mean a lot in determining whether or not Susie loves to read; and in this world of doing, print is still very important.

It's already five years since you had that course in children's literature and over nine hundred children's books are published each year. They can't all be good. Some go out of print after the first edition. The bookstores flaunt the latest and gaudiest, and these do not always satisfy.

Of course, if parents want to know about encyclopedias, you will refer them to the *Subscription Books Bulletin*, which contains authoritative and critical reviews of all such volumes. It is published by the American Library Association and is on file at your public library. It's a good idea to suggest that they take Jimmy and let him look up his latest problem in several different encyclopedias to see which one he likes best. Dictionaries are reviewed in the *Subscription Books Bulletin*, too, and we can't help reminding you that the three Thorndike dictionaries published by Scott, Foresman have attained a new edition this year and are now titled Thorndike-Barnhart Dictionaries. Mr. Barnhart is known for the editorship of the *American College Dictionary* and the *Thorndike-Barnhart Comprehensive Desk Dictionary*.

If you are used to helping parents choose reading for the small fry, you don't have to be reminded to refer them to the *Children's Catalog*,⁴ but you may be glad

to know that a new edition came out late in 1951. It gives a selected list of 3,400 books under author, title, and subject. Publishers, dates, prices, and grade level as well as short descriptive notes are there.

You can pose as a real authority if you consult either *The Horn Book Magazine* or the *Bulletin of the Children's Book Center*⁵ regularly. The editors are specialists in reviewing children's books. *The Horn Book Magazine* also has articles about authors and illustrators. So does *Young Wings*, which you receive monthly if you are a subscriber to the Junior Literary Guild books. Helen Ferris has recently gathered together the choicest bits about children's favorite authors in *Writing for Boys and Girls*.⁷ The *Chicago School Journal* published a supplement in May-June, 1951, entitled *Chicagoland Authors and Illustrators of Children's Literature* by Louise M. Jacobs and Mabel Thorndike Lulu. Also late in 1951, librarians shouted for joy when the new edition of *The Junior Book of Authors*,⁸ long promised, finally arrived. We can't help mentioning two more new, but more special bibliographic "tools" useful in choosing books. They are *The Southwest in Chil-*

¹See 1951 list in November-December, 1950, *Journal*, and 1952 list in September-October, 1951 issue.

²Chicago Teachers College; compiler of *Subject Index to Books for Primary Grades*, *Subject Index to Books for Intermediate Grades*, and *America, Past and Present*, and co-author with Effie LaPlante of *Subject Headings for Children's Materials*, which is to be published in November by the American Library Association.

³Clara Barton School, Long Beach, California.

⁴Oriole Park School of Chicago

⁵Bimonthly. Boston: The Horn Book, Inc. \$3.50 per year.

⁶Monthly except August. Chicago: The University of Chicago. \$1.75 per year.

⁷New York: Doubleday and Company, Inc., 1951. Pp. 320. \$2.98.

⁸Edited by Stanley J. Kunitz and Howard Haycraft. New York: H. W. Wilson Company, 1951. Pp. 318. \$3.50.

*Children's Books*⁹ and *Folklore for Children and Young People*.¹⁰

Then there are always exciting new editions of old favorites. Don't forget to watch the Cadmus list of school editions published by E. M. Hale of Eau Claire, Wisconsin. They'll be glad to send you a catalog; they add a few titles annually. Teachers and librarians will be pleased to hear that Bobbs-Merrill is rapidly putting the *Childhood of Famous Americans Series* into a school edition. The covers are more durable and the books, while not of literary merit, are invaluable for use as rapid reading practice and often motivate children to take an interest in biography and history.

Now we'll list a few specific new editions and as many of our favorites of the new books published since last summer as our deadline will allow. Remember, a book new to a child is a new book, but if he says he's "read everything" and means it, or if you're planning a book fair in your school and want aid in selecting from the latest on the book dealers' lists, we hope this list will help. All of the books have been read and evaluated by the authors of this article.

EDITIONS AND REPRINTS

Hans Andersen's Fairy Tales. Tr. by Mrs. E. Lucas; ill. by Maxwell Armsfield. Dutton, 1952. Pp. 392. \$2.25. The Children's Illustrated Classics. Another volume is *Fairy Tales from the Arabian Nights*.

Henry Beston's Fairy Tales. Ill. by Fritz Kredel. Aladdin, 1952. Pp. 353. \$5.00.

The publisher has put in beautiful format some of the choicest tales from *The Firelight Fairy Book* and *The Starlight Wonder Book*, and the author has added a few new ones. No one else in America writes fairy tales with such a folk tale flavor.

The Little Fireman. By Margaret W. Brown; pictures by Esphyr Slobodkina. William R. Scott, 1952. Unp. \$1.75.

Birthday of Obash. By Audrey Chalmers. Viking, 1952. Pp. 56. \$2.00.

American Indian Fairy Tales. By Margaret Compton. Dodd, 1951. Pp. 201. \$2.50.

Although the format is not attractive, this is still useful for storytelling.

The Girl's Book of Verse. Comp. by Mary G. Davis. Lippincott, 1952. Pp. 202. \$2.75.

Favourite French Fairy Tales. Retold from the French of Perrault, Madame D'Aulnoy, and Madame LePrince de Beaumont. By Barbara Douglas; ill. by R. Cramer. Dodd, n.d. Pp. 256. \$3.00.

Betsy's Napoleon. By Jeanette Eaton. Morrow, 1952. Pp. 274. \$3.00.

Our FBI; an Inside Story. By John J. Floherty. Lippincott, 1951. Pp. 155. \$2.75.

Replaces *Inside the FBI*.

The Odyssey of Homer. Retold by Barbara L. Picard; ill. by Kiddell-Monroe. Oxford, 1952. Pp. 272. \$3.00.

Just So Stories. By Rudyard Kipling; ill. by Nicolas. Garden City, 1952. Pp. 84. Double column. \$2.50.

The Real Book about Easy Music-Making. By Joseph Leeming; ill. by Jeanne Bendick. Garden City, 1952. Pp. 192. \$1.25.

Originally published in 1948 under the title *It's Easy to Make Music*.

Historical Fiction and Other Reading References for Classes in Junior and Senior High Schools. Ed. by Hannah Logasa. 5th ed., rev. and enl. McKinley, 1951. Pp. 280. \$4.00.

Lambert's Bargain. By Clare T. Newberry. Harper, 1952. Pp. 31. \$1.50.

The Art of the Story-Teller. By Marie L. Shedlock; foreword by Anne C. Moore. New rev. Dover, 1951. Pp. 292. \$3.50.

A Child's Book of Old Verses. Selected and ill. by Jessie W. Smith. Dodd, 1952. Pp. 124. \$3.00.

Amarantha Gay, M. D. By Emma G. Sterne. Dodd, 1952. Pp. 158. \$2.50.

Uncle Tom's Cabin. By Harriet B. Stowe. With sixteen full-page illustrations including reproductions from previous editions together with introductory remarks and captions by Langston Hughes. Dodd, 1952. Pp. 442. \$2.95.

Gateways to Readable Books. Comp. by Ruth M. Strang and others. An Annotated Graded List of Books in Many Fields for Adolescents Who Find Reading Difficult. 2nd ed. H. W. Wilson, 1952. Pp. 148. \$2.75.

FOR THE YOUNGEST

Garden Spider. By Mary Adrian, pseud.; ill. by Ralph Ray. Holiday, 1951. Pp. 38. \$2.00.

Nature study for the beginners.

⁹Edited by Mildred P. Harrington. Baton Rouge: Louisiana State University Press, 1952. Pp. 124. \$2.50.

¹⁰Compiled by Eloise Ramsey and D. M. Howard. Philadelphia: The American Folklore Society, 1952. Pp. 110. \$4.00.

Three Boys and the Remarkable Cow. By Nan H. Agle and Ellen Wilson. Scribner, 1952. Pp. 128. \$2.00.

In the seven days before the county fair, the triplets want to earn enough money to buy an animal to exhibit.

Jenny's Adopted Brothers. By Esther Averill. Harper, 1952. Pp. 32. \$1.50.

Humorous and appealing spotlight illustrations point up cat family problems when new members are added. Loneliness is assuaged, but privileges must be shared. Jenny makes the ideal adjustment.

The Best House in the World. By Laura Bannon. Houghton, 1952. Unp. \$2.25.

Sammy tries to put himself, his parents, cat, and bike into homes belonging to a bird, an owl, a squirrel, a rabbit, and a chipmunk. He decides that his own home has unique advantages for a boy.

Fireman Fred. By Jene Barr; ill. by Chauncey Maltman. Whitman, 1952. Unp. \$1.00.

Simple familiar material for the beginning reader about the activities of the firehouse.

Country Garage. By Jerrold Beim; pictures by Louis Darling. Morrow, 1952. Pp. 48. \$2.00.

Through carefully watching his uncles, Seth learned to take care of a car in an emergency. Suitable for young readers or sight-saving classes. In his *Kid Brother* Buzz thinks his small brother is a nuisance until Frankie retrieves his Indian headdress at the school festival. The facial expressions in the illustrations by Tracy Sugarman are especially excellent.

One Kitten Too Many. By Bianca Bradbury and Marie C. Nichols. Houghton, 1952. Pp. 32. \$1.50.

While this tale of two kittens may be a rather artificial way of teaching manners to children, the illustrations are too delightful to resist.

Chipmunk That Went to Church. By Winifred Bromhall. Knopf, 1952. Unp. \$2.00.

Visiting Great-Aunt Amelia was fun after Penny made friends with the tiny striped chipmunk.

A Child's Good Morning. By Margaret W. Brown; lithographs by Jean Charlot. William R. Scott, 1952. Unp. \$2.00.

Simple text accompanied by this famous muralist's bright, simple patterns that bleed the page. Her *Where Have You Been?*, published by Crowell in 1952 for \$1.25, has satisfying rhythm, sensible rhymes, intriguing and realistic animal, bird, and fish replies, coupled with imaginative drawings by Barbara Cooney to make them thoroughly enjoyable.

Cowboy Sam and Porky. By Edna W. Chandler Beckley-Cardy, 1952. Pp. 64. \$1.28.

Primer for the beginner on a favorite topic—a cowboy and his horse.

Looking-for-Something; The Story of a Stray Burro of Ecuador. By Ann N. Clark; ill. by Leo Politi. Viking, 1952. Pp. 55. \$2.50.

Do all little animals like to belong to someone? Children like to think so. The rhythmic prose and vivid illustrations are just right.

A Trip to the Yard. By Genevieve Cross; pictures by Marjorie Hartwell and Rachel Dixon. Gardner City Books, 1952. Unp. \$1.00.

A most revealing book of backyard nature study if an adult points out the proportion of the "real size" drawings to the child after he studies the accompanying enlarged colored pictures of insects and flowers which cover the pages.

The Bears on Hemlock Mountain. By Alice Dalgliesh; ill. by Helen Sewell. Scribner, 1952. Unp. \$2.00.

The repetition and simple narrative of this tale, based on an American legend, have been illustrated in striking blue, black, and white design.

Summer Is Fun. By Lavinia R. Davis; pictures by Hildegard Woodward. Doubleday, 1951. Pp. 49. \$2.50.

Unlike twins on Grandpa's farm love the young animals especially, and their summer joy is topped by finding a smooth Indian trace through which their lame friend may be taken in his wagon to be near the animals too.

Just Like David. By Marguerite De Angeli. Doubleday, 1951. Pp. 122. \$2.50.

The longings of the middle five-year-old brother to go to school and be a leader like seven-year-old David are somewhat satisfied by the family's moving from Pennsylvania to Ohio. The lucid, parental explanations of the sights passed on the auto trip, with the excellent accompanying illustrations by the author, make this a valuable junior travelogue.

Bear Party. By William P. Du Bois. Viking, 1951. Unp. \$2.00.

A riot of colorful costumes helps the growling koalas distinguish each other and become friendly.

The Green Thumb Story. By Jean Fiedler; pictures by Barbara Latham. Holiday, 1952. Pp. 40. \$1.75. A "Beginning to Read" Book.

Peter learns what a green thumb means. The pictures help the story and the type and spacing are just right.

When the Mississippi Was Wild. By Le Grand, pseud. Abingdon, 1952. Unp. \$2.00.

Another delightful tall tale of the early West concerning Mike Fink and Old Al, the chief alligator.

- Look!* By Zhenya Gay. Viking, 1952. Unp. \$2.00. Just the book to teach baby to turn pages carefully and look. The full-page pictures of familiar baby animals are in soft grays, reddish brown, and yellow, and decorations border but do not clutter the simple rhyming one line text opposite.
- Mokey, the Well-Loved Kitten.* By Alice Goudey. Athrop, 1952. Pp. 116. \$2.50. Ellen learns to care for a kitten and father learns to love this cat in this easily read story.
- The Mixed-Up Twins.* By Carolyn Haywood. Morrow, 1952. Pp. 125. \$2.50. Four-year-old Vicki tries various expedients to solve the common problem of distinguishing one twin from another. Genuine childlike, humorous situations.
- Earning Is Fun,* for Boys and Girls from 5-8. By Caroline Horowitz. Hart, 1952. Pp. 160. \$1.00. Excellent pre-reading and preschool arithmetic material which could also be used as games or drill devices for older children; includes money counting and time-telling pages.
- The Three J's.* By Enid Johnson. Messner, 1952. Pp. 63. \$1.50. Everyday Adventure Stories. The triplets learn to co-operate.
- The Kitten and the Parakeet.* By Janet Konkle. Color sketches by Karl Murr. Childrens Press, 1952. Unp. \$2.00. Trade edition, \$1.00. A kitten's full stomach enables him to discover that the parakeet can be something besides a good meal. Their activities and Danny's are shown in appealing action photographs.
- A Hole Is to Dig; A First Book of First Definitions.* By Ruth Krauss. Pictures by Maurice Sendak. Harper, 1952. Unp. \$1.50 bds.; \$1.75 cloth. Nursery school meanings for the nouns in the lives of children are, like them, all action filled. Illustrative sketches are both simple and sophisticated. Amusing for children to use for comparative ideas.
- Tiny Toosey's Birthday.* By Mabel G. LaRue; ill. by Mary Stevens. Houghton, 1950. Pp. 128. \$2.00. There is fun and easy reading for the little ones with this happy-go-lucky family.
- The Turnspit Dog.* By Maria Leach; ill. by Winifred Bromhall. Aladdin, 1952. Unp. \$1.75. Abiah of colonial New England wanted for a pet, Spit, the dog who turned the meat. Written in rhythmic phrases.
- One Morning in Maine.* By Robert McCloskey. Viking, 1952. Pp. 64. \$2.50. Any family who has spent a vacation along the coast or the lakeshore can identify the scenes and incidents of a summer in which Sally grows up to lose a tooth.
- We Live in the South.* By Lois Lenski. Lippincott, 1952. Pp. 128. \$2.00. Roundabout America Series. Four easy-reading stories of families in America's Southeast. *Peanuts for Billy Ben*, another title in this new series of regional stories for third to fifth grades, presents a realistic picture of family co-operation on a peanut farm in southern Virginia.
- Even Steven.* By William Lipkind and Nicolas Mordvinoff. Harcourt, 1952. Unp. \$2.25. This smart little white horse is by far the best thing these authors have presented. The illustrator of the team won last year's Caldecott Award.
- Picture Book Dictionary.* By Dilla MacBean; pictures by Pauline Adams. Childrens Press, 1952. Pp. 32. \$1.00 bds.; \$2.40 cloth. Key words of a beginning reader's vocabulary are pictured with illustrative sentences. Usable by preschool children except for abstract words and verbs which can not be unequivocally illustrated. Picture story is included which uses dictionary words.
- The Blue-Eyed Puss.* By Egon Mathiesen. Tr. by Karen Rye. Doubleday, 1951. Pp. 110. \$2.00. The directness of this tale and its graphic accompaniment make it useful for picture showing to a small group of preschool children or for reading by second and third graders.
- Bow Wow! Said the Kittens.* By Esther K. Meeks; ill. by Connie Moran. Wilcox and Follett, 1952. Pp. 48. \$2.00. The kittens visited all the breeds of dogs in the kennels to find dog tricks they could do, but finally the Sealyham said, "Be yourselves," and that was what the little boy liked.
- The Great Othello, The Story of a Seal.* By Tony Palazzo. Viking, 1952. Pp. 48. \$2.00. Humorous, lovable illustrations and an appropriate child-satisfying solution to the carnival seal's lonesomeness.
- Funny Boots.* By Betty Russell; pictures by Mary Gehr. Whitman, 1951. Unp. \$1.00. Story of brothers and sister at play easy enough for first grade child to read.
- Go with the Sun.* By Miriam Schlein; ill. by Symeon Shimin. William R. Scott, 1952. Unp. \$2.00. Peter learns what all the animals do in winter, how the birds migrate, the bears hibernate, and some animals change color. He imitates them all but ends up being a boy. Outstanding pictures and narrative.
- The delightful sing-song of her "A button is round, and a merry-go-round" and of Sam Berman's pictures are such fun and unconscious learning in *Shapes*. William R. Scott, 1952. Unp. \$1.75.

The Wonderful Egg. By G. Warren Schloat. Scribner, 1952. Unp. \$2.25.

"Sequence of photographs showing a chick coming out of the egg" and simple text giving the story of poultry raising. A story telling how Jerry, the new boy, brings his setting hen to school will be nice to use with this — *Speckles Goes to School*, by Grace Berquist. Abingdon, 1952. Pp. 48. \$1.50.

Binky's Fire. By Sally Scott; pictures by Beth Krush. Harcourt, 1952. Unp. \$1.75.

This is more realistic than most versions of the "dog saves family from fire" formula, in that the inexperienced puppy is entirely unaware of his accidental heroism.

The Story of Roly and Poly, the Santa Claus Bears. By Dorothy Sherrill. Crowell, 1952. Unp. \$1.50.

Hand lettered story of the teddy bears who were so intent on helping Santa that they missed the Christmas sleigh ride. Stranded in the snow, they translate the real meaning of Christmas into making the forest dwellers happy.

The Lion on Scott Street. By Jane Siepmann; pictures by Clement Hurd. Oxford, 1952. Unp. \$1.75.

Imaginary lion baffles policeman, firemen, and hospital attendants, but the zoo keeper knows just what to do.

Mat and Mandy and the Little Old Car. By Ruth Simon; pictures by Lisl Weil. Crowell, 1952. Pp. 110. \$2.50.

Repetition, easy sentences, word practice on names of foods and colors are woven into this story of a family who found the old car would carry them from the hot valley to the cool mountains to camp out.

Denny's Story. By Eunice Y. Smith. Whitman, 1952. Unp. \$1.50.

Denny's school themes develop his ideas about the life ambitions of his brothers and sisters, and finally crystallize his own future plans. Novel development and presentation; especially helpful for making composition writing stimulating.

Hubbub in the Hollow. By Irene Smith; ill. by Tony Palazzo. McGraw, 1952. Pp. 48. \$2.00.

When Alice and Albert moved to the country all the creatures protested the intrusion, but later they grew to appreciate the kindnesses done. To read aloud and enjoy the pictures. In 1951 a second book about Johnny, *Down the Road with Johnny*, \$1.75, made pleasant reading about his first day of vacation.

Come to the City. By Ruth M. Tensen. Reilly and Lee, 1951. Pp. 42. \$2.00.

For units on city life in primary grades.

The Clean Pig. By Leonard Weisgard. Scribner, 1952. Pp. 30. \$2.00.

The youngest will love the farm animals, the train, the real childlike humor in pictures and text, just enough cumulative story, just enough onomatopoeic words—mmmm—it's fun.

Happy Easter. By Kurt Wiese. Viking, 1952. Pp. 32. \$1.50.

Gay tale and pictures about the hen's eggs which hatched just after the rabbits had painted them.

Dee Dee's Birthday. By Yen Liang. Oxford, 1952. Unp. \$1.75.

Delightful story of a Chinese boy's birthday complete with fireworks, kites, dancing, and a parade.

All Falling Down. By Gene Zion, pseud.; pictures by Margaret B. Graham. Harper, 1951. Unp. \$1.75.

Text and pictures for the youngest about such things as rain, snow, and leaves.

FOR THE IN-BETWEENS

Lucky Year. By Dorothy Aldis. Rand, 1951. Pp. 175. \$2.50.

Asa and Liddy White experience the excitement and problems of steamboat racing and hog driving in Indiana of the 1850's.

Animal Story Parade; Favorite Stories of Animals from Story Parade Magazine. Garden City Books, 1951. Pp. 69. \$1.00.

Collection of imaginative, humorous, and fanciful stories and poems printed in two column magazine form. The original illustrations enhance the smooth style of the expert storytellers.

The United States Books. By Bernadine Bailey; ill. by Kurt Wiese. Whitman, Unp. \$1.00 each.

Picture Book of Missouri, New Jersey, Virginia, Wisconsin, published in 1951. Picture Book of Iowa, Oklahoma, Tennessee, published in 1952. This brings the books in this series to twenty. These colorful presentations telescope much information into brief space. Children enjoy handling them because of the feeling of accomplishment they get from reading a whole book.

Kinnery Camp. By Charlotte Baker. McKay, 1951. Pp. 215. \$2.50.

Jeff and Joe prove to their uncle that his logging camp is the best place for two boys.

Mau's Summer. By Arnold E. Bare. Houghton, 1952. Unp. \$2.50.

Colorful picture book of Hawaii of most interest to fourth through sixth grade children if they don't mind its picture book format.

Cloud Girl. By Olive W. Burt. Bobbs, 1951. Pp. 215. \$2.50.

Good picture of modern Navaho life.

- erilous Voyage.* By Elsie Ball. Abingdon, 1951. p. 128. \$1.75.
- This easily read story of early days of Christianity depicts Rufus' acceptance of Paul's teachings and the giving up of his desire for revenge.
- Carol's Side of the Street.* By Lorraine Beim. Harcourt, 1951. Pp. 213. \$2.50.
- "Good family relations and an interesting treatment of some of the problems of inter-religious understanding."
- Kit Carson, Mountain Man.* By Margaret E. Bell. Morrow, 1952. Pp. 71. \$2.00.
- It took dogged perseverance to become a Mountain Man in the 1820's and then, continually, to add new skills of Indian fighting, hunting, and pony express riding as the beaver days passed away before the Civil War.
- Twenty and Ten.* By Claire H. Bishop, as told by Janet Joly; ill. by William P. Du Bois. Viking, 1952. Pp. 76. \$2.50.
- During the occupation, twenty fifth-grade French children in a mountain school hid ten young refugees from the Nazis. Based on a true incident.
- The Cherokee; Indians of the Mountains.* By Sonia Bleeker. Morrow, 1952. Pp. 159. \$2.00.
- Customs and history of this tribe make the fourth book in this series.
- The First Book of Eskimos.* By Benjamin Brewster, pseud. Watts, 1952. Pp. 45. \$1.75.
- The marginal pictures by Ursula Koering with captions in script are as interesting as the running text. This should be useful for school units.
- Kristie's Buttercup.* By Emma L. Brock. Knopf, 1952. Pp. 86. \$2.50.
- In the third title of the Kristie books, the new addition to the lovable Iverson family is a black and white cow.
- Hong of St. Francis.* By Clyde R. Bulla. Crowell, 1952. Pp. 71. \$2.50.
- Simply written account of boyhood and early manhood of St. Francis in which is revealed his love of people and things of nature. Mr. Bulla's new title in September 1952 is *Johnny Hong of Chinatown*. Crowell. Pp. 69. \$2.00.
- Mosquitoes in the Big Ditch; the Story of the Panama Canal.* By Roger Burlingame. Winston, 1952. Pp. 177. \$1.50. Winston Adventure Books.
- Fifteen-year-old Louis Martin, fascinated by the attempt to control the *Stegomyia* mosquito and yellow fever, almost risks his life in the jungles in order to aid this phase of building the Panama Canal. Other titles in this series include *Pirate Flag for Monterey*, by Lester Del Rey, and *Drummer of Vincennes*, by George A. Sentman. The latter tells of a quick-tempered fifteen-year-old who joined the George Rogers Clark expedition.
- They Knew Abe Lincoln, a Boy in Indiana.* By Frances Cavanah. Rand, 1952. Pp. 255. \$2.50.
- Anecdotal tales of Lincoln's early life in Indiana showing his thirst for knowledge, his early interest in law, and his hatred of slavery, as well as the home and village life. *The Real Book about Abraham Lincoln*, by Michael Gorham, Garden City, 1951, \$1.25, covers his whole life in 186 pages, including a chronology, a few short speeches, and an index.
- Bright Days.* By Madye L. Chastain. Harcourt, 1952. Pp. 178. \$2.25.
- Rich, spoiled Gwynn mars Marcy's extreme happiness in having as neighbors the large, funny, ingenious Fripsy family. From their own family security, the children try to penetrate and understand the smiling veneer of an unhappy girl. Last year's book was an historical tale, *Steamboat South*.
- Henry and Beezus.* By Beverly Cleary. Morrow, 1952. Pp. 192. \$2.50.
- Further adventures of the irrepressible Henry who always has an oversupply of everything including bubblegum, dog-collected newspapers, beauty treatments, and even helpful girls.
- Busby and Company.* By Herbert Coggins. McGraw, 1952. Pp. 96. \$2.25.
- Humorous story of Jerry's pet beaver. Attractive illustrations.
- The More the Merrier.* By Fleming Crew; pictures by Nils Hogner. Oxford, 1952. Pp. 121. \$2.75.
- These animals of woods and field talk and the reader feels he is really listening in. We have learned to trust this author and illustrator of animal lore. The print in this is excellent for sight-saving groups.
- Sandy's Spurs.* By Lavinia Davis. Doubleday, 1951. Pp. 246. \$2.50.
- Solving a mystery and becoming a good horseman made Sandy's summer vacation with Virginia relatives exciting.
- The Captive Island.* By August Derleth. Aladdin, 1952. Pp. 189. \$1.75. American Heritage Series.
- The siege of Mackinac Island in the War of 1812 told with the hero eighteen-year-old John Culver, son of an American neutral. This series aims to present "dramatic stories of the men and women who . . . blazed the pathway to freedom." Other initial titles include this author's *Country of the Hawk*, concerning the friendships and wars of Indians and white men in the midwest of the 1830's; Iris Vinton's *Passage to Texas*, a story of the 1820's and 30's; and Emma G. Sterne's *Printer's Devil*, a fictional hero who works with the early defenders of the "free press."

George the Handcart Boy. By Howard R. Driggs. Aladdin, 1952. Pp. 80. \$2.00.

A very simple picture of Mormons traveling by boat and train to Iowa, and then, because they were too poor to buy wagons, pulling handcarts to Utah.

Party for Suzanne. By Cecile P. Edwards. Abingdon, 1952. Pp. 191. \$2.50.

Becoming proud of her French-Canadian heritage solves Suzanne's problems in adjusting to a new school and community.

Shorty's Mule. By George C. Franklin and William Moyers. Houghton, 1952. Pp. 47. \$2.25.

A new cowboy story for third and fourth grades with a smart mule catching the cattle rustlers.

Eskimo Boy. By Pipaluk Freuchen. Tr. from the Danish. Lothrop, 1951. Pp. 96. \$2.50.

Courageous efforts of a young boy to save his family from starvation after his father's death.

Rusty at Ram's Horn Ranch. By Shannon Garst. Abingdon, 1951. Pp. 191. \$2.50.

A twelve-year-old mistreated orphan finds refuge on a sheep ranch. Excellent material on sheep ranching as contrasted with cowboy life is woven into the rather trite plot.

Little Vic. By Doris Gates. Viking, 1951. Pp. 160. \$2.50.

Jonathan "Pony" Rivers' devotion and love for Little Vic triumphs when the race horse wins the Santa Anita Handicap.

Layfayette, Friend of America. By Alberta P. Graham. Abingdon, 1952. Pp. 128. \$1.50. Makers of America Series.

Covers his entire life pointing up his great admiration for America and his personal charm and popularity. Virginia Haviland's *William Penn, Founder and Friend* in this series will have appeal for a wide range of readers.

Johnny Gets Out the Vote. By Wilbur J. Granberg. Aladdin, 1952. Pp. 174. \$2.00.

Timely, though obviously written with a purpose, is the story of the fourth grader who ran his father's campaign, and teamed him up with a Negro classmate's father who believed in the same things.

Joe-Pole, New American. By Florence Hayes. Houghton, 1952. Pp. 244. \$2.50.

It takes quite a while for the other fellows at school to realize the problems a new boy, who has spent years in a D. P. camp, has to adjust to school life and help his parents to adjust to American farm life.

Let's Go to the Brook. By Harriet E. Huntington. Doubleday, 1952. Pp. 89. \$2.75.

Enlarged full-page photographs accompany descriptions of water and sand formations, of plants and animals.

Christopher Columbus and His Brothers. By Amy Hogeboom. Lothrop, 1951. Pp. 188. \$2.50.

Easily read biography will prove useful for slow readers. Ronald Syme has written an even shorter tale in *Columbus, Finder of the New World*, with vigorous black and white pictures that bleed the page. Morrow, 1952. Pp. 70. \$2.00.

Ladycake Farm. By Mabel L. Hunt. Lippincott, 1952. Pp. 128. \$2.25.

A penetrating and touching account of the beginning of a farm owned by Negroes, with the added problems of overcoming a neighbor's antagonism and of the children's adjustment to a new school. The dialect is smooth, colorful, and not a reading hazard.

Who's Upside Down? By Crockett Johnson. William R. Scott, 1952. Unp. \$1.75.

The middle-grade children will enjoy this hilarious nonsensical presentation of gravity.

Briar, a Collie. By Margaret S. Johnson. Morrow, 1952. Pp. 92. \$2.00.

The need and response of a dog to human, personal devotion is demonstrated in its training, exhibition, and everyday kennel life, first in Ireland and then in New York and Maine.

Children of the Great Smoky Mountains. By May Justus. Dutton, 1952. Pp. 158. \$2.50.

Sixteen short stories including several folk-songs. From the Cumberland Mountains in Kentucky comes *The Swapping Song Book*, by Jean Ritchie, with photographs and piano accompaniments and a brief introduction to each song. Oxford, 1952. Pp. 91. \$2.75.

Quarry Adventure. By Lee Kingman. Doubleday, 1951. Pp. 209. \$2.50.

This Finnish family story of a summer on Cape Ann combines mystery with good developmental values.

Young Sioux Warrior. By Francis L. Kroll. Lantern, 1952. Pp. 189. \$2.50.

Little Bear's adventures and training present an accurate picture of a boy's life in an Indian tribe. Vocabulary simple enough to be useful with slow readers.

Lively Victoria. By Eleanor F. Lattimore. Morrow, 1952. Pp. 128. \$2.00.

A scare at Halloween time changed "Lively Victoria" into obedient Victoria.

Edward, Hoppy and Joe. By Robert Lawson. Knopf, 1952. Pp. 122. \$2.50.

Wise Father Rabbit achieved Edward's education by converting his mischievous antics into learning situations.

Broomtail, Brother of Lightning. By Marion E. Mason. Macmillan, 1952. Pp. 135. \$2.00.

The children of many ages who enjoyed *A Pony Called Lightning* will look forward to this.

*ou and American Lifelines; a Story of Trans-
migration.* By John Lewellyn. Childrens Press,
1952. Pp. 61. \$1.50.

Well written dramatic account of cargo trans-
portation from early pack trails to modern sky-
ways is spiced with humor and attractive illus-
trations. Author's latest title, *You and Your
Amazing Mind*, 58 pages, is a simple treatment
of the activities of the unconscious mind.

Triple Play. By Colin Lochlons, pseud. Crowell,
1952. Pp. 193. \$2.50.

Willi's precise speech and old-world German
manners presented difficulties when he tried to
be a pitcher for the American League junior
baseball team.

pike, the Story of a Whitetail Deer. By Robert
L. McClung. Morrow, 1952. Pp. 64. \$2.00.

The first year of life in the forest, its dangers
and pleasures. Good emphasis on conservation
and hunting laws.

an-Joe and Grey Eagle. By Isabel McLennan.
Fatts, 1951. Pp. 229. \$2.50.

Boots Clinton adopts the eleven-year-old or-
phan and his dog, and provides an opportunity
in the Louisville of 1840 for participation in
Kentucky horse racing.

Sister Stormalong. By Anne Malcolmson and
ell J. McCormick. Houghton, 1952. Pp. 136.
2.25.

This most complete collection of Stormalong's
marvelous adventures will please both the story-
teller and the individual reader.

aptive of the Delawares. By Evelyn Nevin.
bingdon, 1952. Pp. 128. \$1.50.

Frances overcomes her anger and grief in re-
sponse to the kindness of her Indian captors
and learns to love her foster family and to
prove herself to be a successful Indian tomboy.
Based on historical records, it moves rapidly
and has a remarkably fluid style.

amela and the Blue Mare. By Alice L. O'Con-
nell. Little, 1952. Pp. 217. \$2.50.

Horse lovers will enjoy the detailed story of
Pamela's four years of care and training of the
horse. The English version of similar devotion
is Joan Begbie's *Freelance the Pony*. Dodd,
1952. Pp. 207. \$2.50.

he Round Meadow. By John Oldrin; ill. by
urt Wiese. Viking, 1951. Pp. 80. \$2.50.

About Dasher, a young motherless fawn who
learned to understand the ways of the farm as
well as the forest. Will serve better than retold
versions of *Bambi* for younger children. Sepia
illustrations.

irst Bow and Arrow. By Chester G. Osborne.
vilcox and Follett, 1951. Pp. 88. \$2.50.

Fictionalized account of how Chicka made the
first bow and arrow gives a good picture of life
in the Middle Magdalenian period.

Krista and the Frosty Packages. By Helen D.
Olds. Messner, 1952. Pp. 60. \$1.50. Everyday
Adventure Stories.

A tour through a frozen food plant. Other
titles in this series for middle-grade social
studies are *Pierre Comes to P. S. 20*, by Helen
T. Hilles, in which a new boy from France
adjusts to an American fourth grade; *Jerry's
Treasure Hunt*, by Enid Johnson, in which
Jerry finds where the dump trucks go; and
Merrily We Roll Along, by Mildred G. Luck-
hardt, in which Doug finds out about trucking.

Saddle for Hoskie. By Elizabeth Pack. Abing-
don, 1951. Pp. 128. \$1.50.

Hoskie, modern Navajo Indian boy, returns to
the government school after winning his saddle
in a junior rodeo.

Picture Map Geography of Africa. By Vernon
Quinn. Lippincott, 1952. Pp. 119. \$2.75.

A welcome addition to this series.

The West from A to Z. By Alma K. Reck; pic-
tures by Chauncey Maltman. Whitman, 1952.
Pp. 61. \$2.50.

A novel approach for western enthusiasts of
twenty-six historical and geographical, animal,
plant, and human topics, which give informa-
tion in an easy, anecdotal style. Fascinating
to read through or valuable for quick reference.

Pete's Home Run. By Marion Renick. Scribner,
1952. Pp. 117. \$2.00.

Pete was not lazy; he practiced every day
until he hit a home run. Good family relations
plus instructions for baseball. In *Little Lea-
guer's First Uniform*, C. P. Jackson has writ-
ten his first story for the younger set, in which
Johnny Cook, tiny for his age, takes brother
Hank's place. Crowell, 1952. Pp. 99. \$2.50.

Pepper. By Barbara L. Reynolds. Scribner,
1952. Pp. 169. \$2.00.

The author's pet raccoon originated Pepper's
humorous antics.

Hunted Horses. By Glen Rounds. Holiday, 1951.
Pp. 156. \$2.25.

Well-written and vivid account of wild horses
in the Bad Lands, where man is an enemy
rather than a friend. Wide appeal. His
Whitey and the Blizzard is short enough for the
hesitant reader. Holiday, 1952. Pp. 32. \$1.25.

Ponca Cowpony. By Helen Rushmore. Har-
court, 1952. Pp. 175. \$2.25.

Realistic pictures of a young boy learning to
be a responsible ranch hand.

The Light at Tern Rock. By Julia L. Sauer; ill.
by Georges Schreiber. Viking, 1951. Pp. 62.
\$2.50.

As Ronnie puts a light in the window of the
Tern Rock lighthouse on Christmas eve, he
learns to stop hating the old man who broke
his promise.

It's Fun to Know Why. By Julius Schwartz. McGraw, 1952. Pp. 125. \$2.25.

Easy-to-do scientific experiments answer questions of how, what, and why of the principles involved in making and using materials necessary to everyday living. Indexed. Even simpler home experiments with air, water, and fire are lucidly explained in *See for Yourself*, by Nancy Larrick. Aladdin, 1952. Pp. 48. \$2.00. The black and green illustrations by Frank Jupo are helpful, and safety rules are called to the child's attention.

Zuska of the Burning Hills. By Alvena Seckar. Oxford, 1952. Pp. 222. \$2.75.

The Stebinas, Slovaks living in a West Virginia mining town, are one of the most real families met in regional fiction in some time.

Play with Leaves and Flowers. By Millicent E. Selsam. Morrow, 1952. Pp. 64. \$2.00.

The author continues with her fourth in this series of natural science books. This calls more for gardening or field trip observations than for classroom experimentation. A companion book with text and line drawings concerning plant reproduction, indoor gardening, and simple experiments is *Plants in the City*, by Herman and Nina Schneider. Day, 1951. Pp. 96. \$2.50.

The Zoo. By Alberta R. Bemrand; photos and drawings by Ralph Graham. Rand, 1951. Pp. 71. \$2.00.

Informational, conversational style with two-toned illustrations will make this an attractive reference tool to correlate with that field trip.

Leif Eriksson, First Voyager to America. By Katherine B. Shippen. Harper, 1951. Pp. 150. \$2.00.

Simple, forceful writing makes this of value with a wide age range. Elizabeth Janeway's *The Vikings*—published by Random, 1951. Pp. 175. \$1.50—is a Landmark Book and covers the same period, differing in detail as must any story based on the sagas.

Molly Pitcher, Girl Patriot. By Augusta Stevenson. Bobbs, 1952. Pp. 192. \$1.75. Childhood of Famous Americans Series.

Mary Ludwig's self-reliant childhood and adaptation to colonial deprivations make her famous battle experience a credible development. Good for understanding of hardships caused by excessive taxation. One of the best of the girl's titles in this fictionalized biography series.

Becky's Boarding House; a Brownie Scout Story. By Eleanor Thomas. Scribner, 1952. Pp. 119. \$2.00.

Becky has a busy summer with scout activities, friends, and a boarding house for animals.

The Cub Scout Mystery. By Dorothy Sterling. Doubleday, 1952. Pp. 191. \$2.50.

Not all Cub Scouts could have such exciting island adventures for the "Know Your Neighborhood" meeting subject, but the treasure hunt is credible, if extraordinary, and the boys are typical of their age group. *From Bobcat to Wolf; The Story of Den Seven, Pack Four*, by L. S. Gardner—Watts, 1952. Pp. 190. \$2.50—gives an excellent presentation of the organization and development of a cub scout group.

Armourer's House. By Rosemary Sutcliff. Oxford, 1951. Pp. 235. \$2.50.

The hustle and bustle of Tudor London provides the setting for a delicate and sensitive story of the friendship of a little girl and her cousin Pier who shares her nostalgia for ships and the sea.

All-of-a-Kind Family. By Sydney Taylor. Wilcox and Follett, 1951. Pp. 189. \$2.75.

Going to the library on Friday afternoons, taking turns dusting the front room, shopping with mama, going to Coney Island, or celebrating the Jewish holidays, these five little girls will be a favorite book family.

A Garden We Planted Together. By the United Nations Department of Public Information. McGraw, 1952. Pp. 48. \$2.00.

Based on a United Nations filmstrip of this title, conventionalized black and white illustrations accompany a simple lesson in co-operation.

Prehistoric America. By Anne T. White. Random, 1951. Pp. 182. \$1.50. Landmark Books.

In her usual popular and fascinating style, the author helps our thoughts penetrate geological time, picture life in America in various ages, and experience the thrills of the scientists who have pushed time backward. This series is being added to constantly. Richard L. Neuberger's account of the *Lewis and Clark Expedition* is made vivid by contrast with modern life and contains an excellent map. Pp. 180.

Sizzling Pan Ranch. By Lee Wyndham. Crowell, 1951. Pp. 212. \$2.50.

Ranch life in the California desert can be exciting if you have a camel and an old prospector for companions.

Planet Earth. By Rose Wyler. Schuman, 1952. Pp. 156. \$2.50. Man and His World Series.

An easily read astronomy beginning with the known, our earth, this concerns the planets, our sun, gravity, astronomical distances, time, seasons, the moon. Other titles in this series are *The City*, by Roderick and Lisa Peattie, and *Water for People*, by S. R. Riedman.

The First Book of Birds. By Margaret Williamson. Watts, 1951. Pp. 69. \$1.75.

Bound to answer all the general questions since it treats of feathers, flying, language, eyes, ears, nests, eggs, and bird's season changes. It's accurately and attractively illustrated, and the style would tempt children to read every word. For more details about nests, *Birds and Their Nests*, by Olive L. Earle — Morrow, 1952. Pp. 64. \$2.00 — is useful. Forty-two varieties of birds and nests are presented, including some foreign birds whose nesting habits are unusual.

Vish I May. By Roberta Whitehead. Houghton, 1952. Pp. 124. \$2.00.

Easily read account of Sarah Jane's new and exciting adventures at the seashore during her summer vacation in Maine.

Geronimo. By Edgar Wyatt. McGraw, 1952. Pp. 188. \$2.50.

Rapid moving account of the great Apache war chief. Large print and easy to read, plus guide to pronunciation of Indian names.

FOR THE TEENS

Silver Fox. By Merritt P. Allen. Longmans, 1951. Pp. 216. \$2.50.

Vivid pictures of the early West and the exciting adventures of Kit Carson and Judd Hunter as members of Captain Bent's wagon train provide a good introduction to this period of American history.

Summer in Their Eyes. By Ethel T. Anderson. Winston, 1952. Pp. 207. \$2.50.

Solving the problems of financing their summer vacation contributed to Scott and Barbara's growing maturity.

Cherokee Bill; Oklahoma Pacer. By Jean Bailey. Abingdon, 1952. Pp. 191. \$2.50.

David's experiences while living in a prairie homestead "soddy" and finding a stray horse that turns out to be a prize-winning pacer are the ingredients of a fast moving story filled with the flavor of the old West.

Swamp Chief. By Zachary Ball, pseud. Holiday, 1952. Pp. 212. \$2.50.

A second book about Joe Panther. The son of the Seminole chief is first mate of the *Plunger*, deep-sea fishing boat. Full of exciting adventure, this is important because it pictures the younger generation and how Joe, in particular, co-operates in bringing the Indians and the white men together for the opening of Everglades National Park.

Wind Runner; Story of an African Antelope. By G. W. Barrington. Longmans, 1951. Pp. 160. \$2.50.

Depicts his constant struggle for survival.

Experiments in Chemistry. By Nelson F. Beeler and Franklyn M. Branley. Crowell, 1952. Pp. 152. \$2.50.

Experiments progress in difficulty and are illustrated with simple sketches. Materials and equipment are commonly found around the house. The last paragraph of each experiment points up some learning which should have been acquired.

Sunshine and Shadow. By Lorraine and Jerrold Beim. Harcourt, 1952. Pp. 182. \$2.50.

More about Marsh Evans, heroine of *Triumph Clear*. After leaving Warm Springs with a brace to remind her of polio, she enrolled in drama courses in Arizona, but it took her time to learn what her role in the theatre was to be and not to overcompensate for her handicap. Mr. Beim finished the book after his wife's death.

Jersey Rebel. By Kensil Bell. Dodd, 1951. Pp. 248. \$2.50.

Exciting account of fourteen-year-old Jeff Lindy's patriotic services during the early days of the Revolutionary War. For the mature reader, *Guns in the Forest*, by Bruce Lancaster, published by Little, a condensed and revised edition of *Guns of Burgoyne*, deals with the same period and events.

Sue's Circus Horse. By Judith M. Berrisford. Dodd, 1952. Pp. 180. \$2.50.

Horse lovers will enjoy Ballita's mischief and circus performance even though the small print makes reading difficult.

Construction Ahead. By Henry Billings. Viking, 1951. Pp. 158. \$3.00.

Gives the story of American road making through the careful following of one route from Indian trail to modern highway. Supplements American history or vocational material on engineering.

Pick of the Litter. Edited by Betty Cavanna. Westminster, 1952. Pp. 222. \$2.50.

Outstanding selection of unusual dog stories for the more mature reader.

Toward Manhood. By Herman N. Bundesen. Lippincott, 1951. Pp. 175. \$2.95.

"Excellent discussion of the sexual and emotional side of life for the maturing male."

Water — or Your Life. By Arthur H. Carhart. Lippincott, 1951. Pp. 312. \$3.50.

Population increases in the United States and the increased use of water for processing in modern industry make the conservation of water imperative. Details of government dam projects are wordy, trying to show that \$10,000 per acre is being spent to reclaim lands for agriculture while at the same time we are losing fish and wild life. A book to make one think.

Great Venture. By Robert Carse. Scribner, 1952. Pp. 239. \$2.50.

In the late seventeenth century, the ill-fated Darien Expedition sailed to New Caledonia. There was heavy fighting between the Scots and the Dons, but in this tale, the sixteen-year-old hero, a Scotch Laird, survives.

The Story of India. By Jean Bothwell. Harcourt, 1952. Pp. 180. \$3.00.

A simple picture of the country, its history, religions, people, and a few ideas as to the future, by an author whose authentic stories of the country we have enjoyed.

Five Boys in a Cave. By Richard Church. Day, 1950. Pp. 180. \$2.50.

A day's adventure in a cave proves to be a "trial of character as well as of muscle." A mature study of the effect of fear upon each of the five boys.

Secret of the Andes. By Ann N. Clark; drawings by Jean Charlot. Viking, 1952. Pp. 130. \$2.50.

Cusi, the herd boy of the llamas, had known only the old Indian. The beautiful writing and appropriate drawings will interest only the unusual reader.

Famous Modern American Novelists. By John Cournos and Sybil Norton. Dodd, 1952. Pp. 181. \$2.50.

Brief biographies of outstanding contemporaries and introductions to their "best" works. In this *Famous Biographies for Young People* series the same authors have also published this year *Famous British Poets*, from Chaucer to T. S. Eliot, and W. O. Stevens has added *Famous Men of Science*, from Copernicus to Albert Michelson.

Pong Choolie, You Rascal. By Lucy H. Crockett. Holt, 1951. Pp. 246. \$3.00.

"Absorbing story of a twelve-year-old South Korean boy," a real character through whom the reader learns to understand the Korean people a little.

The Young Marchesa; A Story of Malta. By Sheila Davies. Dodd, 1951. Pp. 278. \$2.75.

Dramatic story of courageous Francesca who overthrows her traitor uncle and clears the family name.

What's Your P Q? By Maureen Daly. Dodd, 1952. Pp. 244. \$2.50.

Answers to the questions that disturb teenagers, plus the personality quotient check list will prove helpful to the individual and the counselor.

Ten Brave Men. By Sonia Daugherty. Lippincott, 1951. Pp. 152. \$2.75.

Dramatic stories of ten men at historic moments which shaped the character and destiny of America.

Our Tanker Fleet. By Irving Crump. Dodd, 1952. Pp. 244. \$2.50.

"Thrilling peacetime and wartime experiences of the men in the tanker service."

Big Stretch. By Duane Decker. Morrow, 1952. Pp. 191. \$2.50.

How Buster, the Blue Sox bat boy, becomes Stretch, the first baseman, makes an action packed baseball story.

Linda Kent, Student Nurse. By Dorothy Deming. Dodd, 1952. Pp. 274. \$2.50.

Useful in vocational guidance because of up-to-date information about schools of nursing and the detailed descriptions of professional duties and routines.

Alexander Hamilton's Wife; a Romance of the Hudson. By Alice C. Desmond. Dodd, 1952. Pp. 269. \$3.00.

A fictionalized biography of Elizabeth Schuyler Hamilton, whose courage and loyal devotion influenced the destiny of our country, vividly pictures social, political, and family life in the eighteenth century. Another courageous woman who contributed to the outcome of the Revolutionary War is portrayed in *Sally Townsend, Patriot*, by Dorothy McGee. Dodd, 1952. Pp. 278. \$2.75.

Secret of the Undersea Bell. By John S. Douglas. Dodd, 1951. Pp. 242. \$2.50.

A fast-paced account of Ronnie's deep-sea fishing adventures as well as informational material about early and present day California fisheries.

Double Date. By Rosamond Du Jardin. Lippincott, 1952. Pp. 191. \$2.50.

Although Penny and Pam were twins, they did not make friends nor find happiness until each developed her own individuality. Acceptable solutions to problems. This popular author of teenage fiction has a new title, *Macy Catches Up*, a sequel to *Wait for Marcy*.

Big Family of Peoples. By Irmengarde Eberle. Crowell, 1952. Pp. 243. \$3.00.

Beginnings of various races traced as stemming from one origin and seen as mixing again and again, now tending to make one race in America. An excellent supplementary book for Brotherhood Week is *We, the American People*, by Marguerite A. Stewart. John Day, 1951. Pp. 248. \$3.50. Both are indexed.

Sorority Girl. By Anne Emery. Westminster, 1952. Pp. 191. \$2.50.

This time the Burnaby family stands by Jean as she struggles with the high school sorority problem.

Black Stallion's Filly. By Walter Farley. Random, 1952. Pp. 309. \$2.00.

The usual Farley pattern, this time starring Black Minx and her racing activities.

Wind Blows Free. By Loula G. Erdman. Dodd, 1952. Pp. 242. \$2.50.

Winner of the American Girl—Dodd Mead Prize Competition. An appealing story of Melinda's adjustment to farm life, when the family homesteaded in the Texas Panhandle, and her friendship with Dennis which assures her a happy future.

Better Clothes for Your Money. By Mary Evans. Lippincott, 1952. Pp. 224. \$2.95.

A practical shopper's manual containing an abundance of general information about factors which constitute a well-made garment and an alphabetical guide to apparel and accessories.

Rebel Drums. By Nancy Faulkner. Doubleday, 1952. Pp. 218. \$2.50.

Fictionalized account of Bacon's Rebellion plus the adventures of his drummer boy in search for his father.

Two and the Town. By Henry G. Felsen. Scribner, 1952. Pp. 275. \$2.50.

Emotional problems and adjustments faced by eighteen-year-old high school couple who have been hurried by circumstances into marriage.

Crack of the Bat. Comp. by Phyllis Fenner. Knopf, 1952. Pp. 160. \$2.50.

Each of these ten short stories will score a home run with the baseball fan.

High, Wide, and Deep. By John J. Floherty. Lippincott, 1952. Pp. 154. \$2.75.

"Exciting stories from the files of the United States Coast and Geodetic Society give an excellent picture of the work and will prove useful vocational material." *Get That Story; Journalism, Its Lore and Thrills* has the usual informational text and photographs based on the author's real experience. Lippincott, 1952. Pp. 150. \$2.75.

My Love Is a Gypsy. By Neta L. Frazier. Longmans, 1952. Pp. 183. \$2.50.

Bradley family faced their summer problems and found fun and happiness in solving them.

The Story of Peace and War. By Tom Galt. Crowell, 1952. Pp. 202. \$2.75.

Beginning with the apes, then the prehistoric men, Mr. Galt traces the history of peace and war side by side through the Greek city states, the Hanseatic League, the Five Nations of the Iroquois to world organizations of today. Introduction is given to diplomacy and international law.

Jim Bridger. By Shannon Garst. Houghton, 1952. Pp. 242. \$2.75.

Wild Bill Hickok. By Shannon Garst, Messner, 1952. Pp. 183. \$2.75.

Well written biographies of a great mountain man and a great scout. Index and bibliographies.

Meph, the Pet Skunk. By John L. and Jean George. Dutton, 1952. Pp. 180. \$2.75.

A bewildered farmer and his run down farm, two discontented boys on the brink of delinquency, and a skunk rescued from the flood are all participants in an experiment in modern farming methods.

Sidney Hillman, Great American. By Jean Gould. Houghton, 1952. Pp. 342. \$3.00.

Life of a Russian Jewish boy who came to the United States to find freedom and found the sweat shop. This becomes the story of the trade union, especially of the Amalgamated Clothing Workers of America.

Climb a Lofty Ladder. By Walter and Marion Havighurst. Winston, 1952. Pp. 242. \$2.75.

One of the latest titles of the *Land of the Free Series* is a dramatic story of Swedish settlers who turned the Minnesota prairies into the granary of America.

Between Planets. By Robert A. Heinlein. Scribners, 1951. Pp. 222. \$2.50.

Don Harvey, a citizen of space, helps the Venus colonials rebel against the Interplanetary Federation by becoming a member of an organization working for peace and freedom. For the younger reader *David Starr, Space Ranger*, by Paul French, published by Doubleday, 1952. Both are good science fiction.

Junior Quarterback. By William Heuman. Morrow, 1952. Pp. 149. \$2.50.

Sympathetic understanding from his instructors and friends enables Alan to overcome his fear and win a position on the football team.

Whistling Stallion. By Stephen Holt, pseud. Longmans, 1951. Pp. 211. \$2.50.

The wild stallion was Roy's inspiration and encouragement when he assumed the adult responsibility of saving their Canadian cattle ranch.

Candle in the Night. By Elizabeth Howard. Morrow, 1952. Pp. 223. \$2.50.

War of 1812 brought fear and turmoil to Detroit but it also provided the setting for Tammen's and Daniel's love story.

Forge for Heroes. By Edward B. Hungerford. Wilcox and Follett, 1952. Pp. 256. \$2.50.

Story of a well-fed and clothed New England boy who took supplies to Valley Forge and stayed to join the American forces.

The Defender. By Nicholas Kalashnikoff. Scribner, 1951. Pp. 136. \$2.00.

How a Siberian peasant, misunderstood in his defense of the wild rams, finally wins the respect of his neighbors.

Unwilling Pirate. By West Lathrop. Random, 1951. Pp. 277. \$2.75.

Well-written story with cabin boy as the hero.

Young Geoffrey Chaucer; His Boyhood Adventures, His Student Days at Oxford, His Romantic Training as a Page at Court. By Regina Z. Kelly. Lothrop, 1952. Pp. 170. \$3.00.

A fictionalized biography that older girls will read as a love story.

Yugoslavia. By George Kish; ill. by Raffaello Busoni. Holiday, 1952. Pp. 25. \$1.75 cloth. \$1.25 bds. Lands and Peoples.

Doublespread map included in this tantalizingly short account of the union of Slovenia, Croatia, Bosnia-Herzegovina, Serbia, and Montenegro, their history, customs, and geographical features. Eighteenth title in this series.

Elder Brother. By Evelyn S. Lampman. Doubleday, 1951. Pp. 217. \$2.50.

Molly Chan finds it difficult to adjust to the formalized masculine prerogatives of an imported adopted brother. Wonderful for showing conflicts in Chinese and American customs, and also developmental changes in twelve-year-olds.

The Night Watch; Adventure with Rembrandt. By Isabelle Lawrence. Rand, 1952. Pp. 272. \$2.75.

A fine mystery story is woven into the picture of Rembrandt's home life.

From Trees to Paper; The Story of Newsprint. By Henry B. Lent. Macmillan, 1952. Pp. 149. \$2.75.

Up-to-date career book on the paper industry with illuminating photographs.

The Flaming Bear. By Harold McCracken. Lippincott, 1951. Pp. 222. \$2.50.

Well-written account of Tan's exciting adventures in proving the legend of the flaming bear gives authentic picture of life in the frozen North.

Copper's Chance. By Jane S. McIlvaine. Macrae, 1951. Pp. 232. \$2.50.

Tomboy Copper Shannon thought that riding and training Fleet Chance was all she wanted until she met Fowler Wainbridge.

The Land of No Strangers. By Gwen Marsh; ill. by Jean Garside. Music and songs by Victoria de Bray. Oxford, 1951. Pp. 79. \$2.00.

Delightful fantasy, rich in music and folklore, in which David searches for the treasure left for him. "The book would provide an excellent basis for a music festival."

The Fish Hawk's Nest. By Stephen W. Meader. Harcourt, 1952. Pp. 236. \$2.50.

Smugglers on the New Jersey coast in 1820 with a teenage farm boy the hero.

Tumbleweed. By Barlow Meyers. Westminster, 1952. Pp. 192. \$2.50.

"Hard hitting story of ranch life" which illustrates the overcoming of a handicap and values of a friendship.

The Crusade and the Cup. By Elizabeth B. Meigs. Dutton, 1952. Pp. 152. \$2.50.

Blind Alain is taken on the Third Crusade by his brother and they help to promote the spirit of comradeship and mutual respect which King Richard inspires.

Holiday Plays for Teen-Agers; A Collection of One-Act Royalty-Free Plays for Important Occasions. By Helen L. Miller. Plays, 1952. 355. \$3.50.

Twenty-one plays covering the major holidays were formerly published in *Plays Magazine*.

Wapiti the Elk. By Rutherford Montgomery Little, 1952. Pp. 186. \$2.50.

Biography of a humpbacked elk who finally becomes monarch of the high country. *Hill Ranch*—Doubleday, 1951. Pp. 200, \$2.50—deals with the problems of operating a small California ranch.

Sacramento Sam. By David W. Moore. Crowell, 1951. Pp. 208. \$2.50.

Sam Endicott's story describes the dangerous adventures experienced by the Annie Lynn gold-mad crew when they went prospecting in California.

Jeb Ellis of Candlemas Bay. By Ruth Moore. Morrow, 1952. Pp. 238. \$2.50.

An adolescent boy, with the help of his family, struggles with the adventure and problems of Maine fishing as well as with his personal growth. Based on the adult novel, *Candlemas Bay*.

Dogs in the Family. By Florence Musgrave. Houghton, 1952. Pp. 246. \$2.50.

The city-bred Garden family discovered that living on a farm and caring for a kennel full of cocker spaniels was fun when each co-operated in sharing the responsibility.

Rim-Rocked; A Story of the New West. By D. Mygatt. Longmans, 1952. Pp. 215. \$2.50.

Ned finds that his mechanical ability is useful on a Wyoming ranch, and his teenage companions help him to overcome his emotional maladjustment.

LaSalle and the Grand Enterprise. By Jeanne C. Nolan. Messner, 1951. Pp. 172. \$2.75.

Dramatic biography of LaSalle and picture of the period.

Three Golden Nobles. By Christine Price. Longmans, 1951. Pp. 239. \$2.75.

A London painter's apprentice in 1358 helps overthrow a tyrannical bailiff. Exciting and accurate historical detail.

Captain Jeep. By R. E. Rechnitzer. Winston, 1951. Pp. 209. \$2.50.

The Captain revolutionizes Bartonborg, befriends, makes new friends and learns more about modern airplanes, and Mr. Craig keeps his factory.

ment of the Yards. By Louise A. Neyhart. Houghton, 1952. Pp. 218. \$3.00.

At nine Gustavus Swift began dressing chicken for neighbors on Cape Cod. In New England and later in Chicago he continued in the meat industry. This will be a boon to the eighth grade study of Chicago and of interest to adults as well.

y Mutt. By John Reese. Westminster, 1952. Pp. 190. \$2.50.

Rapidly moving dog story plus a realistic picture of a snowbound winter on the edge of the North Dakota Badlands.

Youngling Cowboy in Search of Gold. By Adolph G. Watts, 1951. Pp. 243. \$2.50.

Further adventures of Ross Gordon as he searches for gold in forbidden territory, outwits hostile Indians, and rides errands for the U. S. Cavalry.

Angry River. By Dickson Reynolds, pseud. Houghton, 1951. Pp. 181. \$2.00.

Don shows integrity and almost superhuman strength as he helps other farmers fight the floods in the Pacific Northwest.

Leonardo da Vinci. By Elizabeth Ripley; drawings and paintings by Leonardo. Oxford, 1952. Pp. 57. \$3.00.

Full-page reproductions of sketches and paintings accompanied by explanatory text of life and circumstances arranged in chronological order.

Lonesome Sorrel. By Keith Robertson. Houghton, 1952. Pp. 214. \$2.50.

City-bred Cliff wanted a motorcycle until he learned to ride Cinnamon, a big, brown, rangy hunter.

Smoking Hoof. By Gertrude Robinson. Oxford, 1952. Pp. 220. \$2.50.

Handicapped little Timmy Tucker becomes a courageous scout for the soldiers at Fort Ticonderoga as well as their dependable fifer.

Mr. Brady's Camera Boy. By Frances Rogers. Lippincott, 1951. Pp. 248. \$2.75.

Exciting and busy life of a photographer's apprentice during the pre-Civil War days in Washington, D. C., will please both the camera enthusiast and reader of fictionalized history. The photographs in *Mr. Lincoln's Contemporaries; An Album of Portraits by Mathew B. Brady*, by Roy Meredith — Scribner, 1951. Pp. 233, \$6.00 — will interest eighth grade and high school students studying the Civil War period and the text will be of value for reference work.

Story of Ty Cobb. By Gene Schoor. Messner, 1952. Pp. 175. \$2.75.

Determination to make good made Ty Cobb baseball's greatest player. *The Jim Thorpe Story*, 1951, pictures America's greatest athlete.

Royal Road; Father Serra and the California Missions. By Ann Roos. Lippincott, 1951. Pp. 234. \$2.75.

Into the authentic California historical background are woven the heroic and courageous achievements of Junipero Serra, the Franciscan Friars, and the Spanish explorers. For the younger reader Bauer, *California Mission Days*. Doubleday, 1951. \$2.50. For the junior high reader Ivy Bolton has captured Serra's greatness and given a good portrayal of the man in *Father Junipero Serra*. Messner, 1952. Pp. 160. \$2.75.

Baseball Is Their Business. By Harold Rosenthal. Random, 1952. Pp. 180. \$2.50.

Various vocational opportunities, each described by a specialist, for the retired player and non-player who both view baseball as a sport and a business.

Made in Mexico. By Patricia F. Ross. Knopf, 1952. Pp. 329. \$4.00.

Successful replacement of the out-of-print title by Susan Smith; is broader in scope with fuller treatment than the earlier study and intended for an older age group.

Pattern for Personality. By Judith U. Scott. Macrae, 1951. Pp. 191. \$2.50.

A neat little handbook for the adolescent girl beginning with family and school relationships, discussing dating, marriage, and career possibilities, briefly but ably.

Skeeter; The Story of an Arabian Gazelle. By Robert Shaffer. Dodd, 1952. Pp. 192. \$2.75.

True story of the author's household pet while he lived in Arabia.

Escape from the Icecap. By Bertrand Shurtleff. Bobbs, 1952. Pp. 282. \$2.50.

The courageous rescue of two men on a top-secret mission from a polar ice pack provides dangerous adventures for the two veterans of the K-9 Corps of World War II.

True Tales of Buried Treasure. By Edward R. Snow. Dodd, 1951. Pp. 272. \$3.00.

Well written, action packed, true adventures will appeal to all.

Seven Thousand Islands; The Story of the Philippines. By Cornelia Spencer, pseud. Aladdin, 1951. Pp. 105. \$2.00.

Beginning with the picture of Carlos Romulo as a boy after the Spanish American war, we get a flashback of Filipino history, the latter part being World II through the eyes of Romulo.

Thunder Country. By Armstrong Sperry. Macmillan, 1952. Pp. 190. \$2.75.

This gripping adventure story is a sequel to *The Rain Forest* and concerns Chad Powell's trip with his father to the Venezuelan jungle.

Captive of the Mountains. By Arthur D. Stapp. Morrow, 1952. Pp. 187. \$2.50.

Easily read story about the importance of safety in mountain climbing.

Enter David Garrick. By Anna B. Stewart. Lippincott, 1951. Pp. 272. \$3.00.

Vivid portrayal of this era of actors, writers, and the English theater; useful to young drama students. A brief but equally as vivid account is Charles Norman's *The Pundit and the Player*. McKay, 1951. Pp. 148. \$2.75.

The Sea Gulls Woke Me. By Mary Stolz. Harper, 1951. Pp. 240. \$2.50.

Jean grew up the summer she spent in Maine, away from a well-intentioned mother who didn't realize Jean was no longer a child.

The South Sea Shilling. By Eric Swenson. Viking, 1952. Pp. 217. \$3.50.

True and accurate account of the voyages of Captain Cook. A more fictionalized account is Borden, *He Sailed with Captain Cook*. Crowell, 1952. Pp. 243. \$2.75.

Champlain of the St. Lawrence. By Ronald Syme. Morrow, 1952. Pp. 189. \$2.50.

The mature tone of the writing will make this well-written biography useful as remedial material.

Windows for the Crown Prince. By Elizabeth G. Vining. Lippincott, 1952. Pp. 320. \$4.00.

The account of four years of experiences in Japan as tutor to the Crown Prince "will open windows on the world for anyone who reads it."

Josephine B. Vaughan's *The Land and People of Japan*—Lippincott, 1952. Pp. 128. \$2.50—Portraits of the Nations Series, supplements this picture of modern Japan and includes five chapters of history.

The Lark on the Wing. By Elfrida Vipont, pseud. Bobbs, 1951. Pp. 255. \$2.50.

A girl in England carries a full-time job while she studies for her singing career.

Beany and the Beckoning Road. By Lenore M. Weber. Crowell, 1952. Pp. 243. \$2.50.

Beany's problems of delivering a horse to Wyoming and her nephew to California provide the new interests in this fourth book of a family series.

Franklin D. Roosevelt; Man of Destiny. By David Weingast. Messner, 1952. Pp. 184. \$2.75.

A recreation of the Roosevelt era in which the author has captured the spirit of the president and the times.

Knight's Ransom. By S. F. Welty. Wilcox and Follett, 1951. Pp. 240. \$2.50.

Boys will find Vahl's adventures on a crusade against the Turks and his experiences in capturing twelve Greenland falcons packed with action.

The Gauntlet. By Ronald Welch. Oxford, 1951. Pp. 248. \$2.50.

Peter's vivid and exciting dream of living fourteenth century castle of his Norman ancestors was inspired by the rusty metal gauntlet.

Clear the Track. By Louis Wolfe. Lippincott, 1952. Pp. 181. \$2.50.

These easily read, true, and exciting stories of railroad adventure will prove useful in the study of transportation.

Lonely Crusader; The Life of Florence Nightingale, 1820-1910. Abridged Edition of the definitive biography *Florence Nightingale*. By Constance Woodham-Smith. McGraw, 1951. Pp. 255. \$3.00.

Emphasis is on her girlhood and the Crimean War experiences.

Slipper Under Glass. By Lee Wyndham. Lippincott, 1952. Pp. 181. \$2.50.

The single plot gives this some advantage over other recent ballet stories for older girls. Mary is determined to be the classic dancer her mother had never had the chance to be. The adjustment to comedy ballet via the movies isn't difficult. *Fast Turns*, by Florence Choate. Lippincott, 1952. Pp. 176. \$2.50—whose heroine is Adrienne, has the added complications of adjustment of Jim, a veteran, to civilian life and of a seven-year-old sister who is a potential victim. Constance White's *Ballet School Mystery*—Dodd, 1952. Pp. 214. \$2.50—is a realistic picture of the routines of ballet school with a dash of mystery.

Scrubs on Skates. By Scott Young. Little, 1951. Pp. 215. \$2.75.

Northwest High had no great hockey players but a never-say-die spirit made them fierce contenders for the championship.

FOR ALL AGES

Informational books on science and industry, stories, and others for families and classes to enjoy together

Sound; An Experiment Book. By Marian E. B. Holiday, 1952. Pp. 128. \$2.50.

Forks, rulers, rubber bands, and other everyday items help you learn about vibration, pitch, and tones. Clear diagrams and directions are given.

A Candle for Your Cake; Twenty-four Birthdays of Famous Men and Women. By Carolyn S. Bailey. Lippincott, 1952. Pp. 248. \$2.75.

Besides two anecdotal stories for each month with such representations as Buffalo Bill, Helen Lofting, Helen Keller, and Grandma Moses, six or eight other birthdays are suggested for celebration each month.

Album of Horses. By Marguerite Henry; illustrated by Wesley Dennis. Rand, 1951. Pp. 113. \$2.95.

Short account of many breeds of horses.

at Makes an Orchestra. By Jan Balet. Oxford, 1951. Pp. 41. \$2.50.

Personal descriptions of the instruments of the orchestra with picturesque similes to describe their tones. The illustrations are most amusing and homey.

Bible Story for Boys and Girls: Old Testament. By Walter R. Bowie. Abingdon, 1952. Pp. 100. \$3.50.

This companion volume to his *New Testament* gives accounts of the early heroes in a modern but reverent style.

Yards and Gardens. By Margaret W. Buck. Abingdon, 1952. Pp. 72. \$3.00.

Accompanied by her own delightful illustrations, this introduction to common birds, flowers, vegetables, insects, and animals will interest all.

It Yourself! Tricks, Stunts, and Skits. By Eunice W. Carlson. Abingdon, 1952. Pp. 159. \$2.00.

Sixty-nine tricks, seventy-two stunts, and seven skits are party or entertainment activities useful at home, school, and club or group meetings.

The Talking Cat and Other Stories of French Canada. Ed. by Natalie S. Carlson. Harper, 1952. Pp. 87. \$2.00.

Flavorsome tales to be told or read aloud, amusing illustrations by Roger Duvoisin.

Under Tales of Horses and Heroes. By Frances Carpenter. Doubleday, 1952. Pp. 238. \$3.00.

Children fond of fairy tales and horses will enjoy these.

Pepper and Pepper. By Ruth and Latrobe Carroll. Oxford, 1952. Pp. 32. \$2.00.

A story the very youngest will love and, if they're moving to a new neighborhood, they'll love along with Pepper and his dog Salt and their adventures.

Famous Paintings; An Introduction to Art for Young People. By Alice E. Chase. Platt and McKnight, 1951. Pp. 112. \$3.50.

Excellent selection with good reproduction, 48 of the 172 being in full color.

Holiday Storybook. By the Child Study Association of America. Crowell, 1952. Pp. 373. \$3.00.

A fresh and welcome collection of stories and poems, some new, all carefully chosen.

Walnut Squirrel. By Henry S. Commager. Houghton, 1952. Pp. 122. \$2.00.

Laughable escapades of an inquisitive squirrel will be useful to the storyteller.

Sports Parade; An Illustrated Panorama of Sports History. By Jack C. Dawson. Hart, 1952. Pp. 192. \$2.95.

Spectacular records from auto racing to winter sports, illustrated with photographs and cartoons.

The Trojan War. By Olivia E. Coolidge. Houghton, 1952. Pp. 244. \$3.00.

The legends are retold in a readable style and arranged to produce a continuous story.

Ask Dr. Christmas. By Edith Dorian. McGraw, 1951. Pp. 144. \$2.25.

A story of Christmas customs collected by a town's favorite doctor and exemplified in the long Christmas celebrated by his family and patients.

Petunia's Christmas. By Roger Duvoisin. Knopf, 1952. Unp. \$2.00.

Any child who has felt sorry for the holiday poultry victims will be as anxious as Petunia was to save the gander. Suspense, humor, and ridiculous, delightful illustrations.

Yankee Doodle. Ed. by Phyllis R. Fenner. Knopf, 1951. Pp. 213. \$2.50.

This collection will be appreciated by the storyteller and social studies teacher even though seven of the eleven stories are excerpts from books.

First Prayers. Ill. by Tasha Tudor. Oxford, 1952. Pp. 48. \$1.50.

Delicately illustrated short passages quoted from famous sources are all suitable for children to learn. The tiny book seems most appropriate for its contents. There are both Protestant and Catholic editions.

The Merry Miller. By Rosayls Hall. Pictures by Kurt Werth. Oxford, 1952. Pp. 48. \$2.50.

Such a dilemma! The widow Puvret was too stout to get out of the mill, and the new young miller had come to take over. For the story hour.

Home at Last; A Story of Children in Israel Today. By Gloria Hoffman. McKay, 1951. Unp. \$2.50.

Large photographs and brief text picture two war-orphaned boys.

The Boy's Handbook of Play Ideas and Things-to-Do. The Girl's Handbook of Play Ideas and Things-to-Do. The Little Child's Busybook of Play Ideas and Things-to-Do. The Little Girl's Busybook of Play Ideas and Things-to-Do. The Young Boy's Busybook of Play Ideas and Things-to-Do. By Caroline Horowitz. Hart, 1951. Pp. 95 each. \$1.50 each.

Simple directions explain activities accomplished with household materials. Tables of contents are alphabetically arranged for finding a traditional children's diversion. There is some duplication in the boys' and girls' books.

Aircraft U. S. A. By Harriet E. Huntington. Doubleday, 1951. Pp. 52. \$2.50.

Well-chosen photographs of representative modern military aircraft are accompanied by short statistical text and spotter silhouettes.

Thunder of the Gods. By Dorothy Hosford. Holt, 1952. Pp. 115. \$2.50.

Stories of the Norse Gods.

This is the Way; Prayers and Precepts from World Religions. Ed. by Jessie O. Jones; ill. by Elizabeth O. Jones. Viking, 1951. Pp. 62. \$3.00.

Documented from the Sanskrit, the Koran, the American Indian prayers, the Bible, and other sources are these simple lines of brotherhood with their cumulative procession of the world's children.

George Washington, Leader of the People. By Clara I. Judson. Wilcox and Follett, 1951. Pp. 224. \$3.50.

Life portrait of America's first national hero as a human being, at home and in the service of his country. Paintings, drawings, maps on end papers, and above all the text integrate personal history with period background. The author's *Thomas Jefferson* has just recently come from the press.

Five Little Monkeys. By Juliet Kepes. Houghton, 1952. Pp. 33. \$2.50.

Active five- to seven-year-olds will probably impersonate Buzzo, Binki, Bulu, Bibi, and Bali who tease all the animals but finally rout Terrible, the tiger, and become heroes.

The Crowded House and Other Tales. By Fan Kissen. Houghton, 1950. Pp. 176. \$2.75.

In addition to telling how to put on a radio program, either real or classroom, this tells how to make the sound effects and gives the scripts for a dozen tales.

We Are Thy Children. Hymns by Lois Lenski. Music by Clyde Robert Bulla. Crowell, 1952. Pp. 32. \$2.75.

Simple, beautiful, and dignified original words and music on brotherhood themes suitable for children's groups at home, school, or church.

Far and Few; Rhymes of the Never Was and Always Is. By David McCord; drawings by Harry B. Kane. Little, 1952. Pp. 99. \$2.50.

Rather crisp, rhyming little poems, some of which have child appeal. The drawings are exquisite.

It's Mine. By Elly McKean; foreword by Lawrence K. Frank. Vanguard, 1951. Unp. \$2.00.

The foreword gives parents sound psychological advice about teaching sharing to children. The photographs and dialogue-text could be used to show children the rightful pride of possession and first steps in enjoying things together.

Huon of the Horn. By Andre Norton, pseud. Harcourt, 1951. Pp. 208. \$2.75.

Retold from a little known legend of one of Charlemagne's knights.

Puppets and Marionettes. By Roger Lewis, pseud. Knopf, 1952. Pp. 44. \$1.50. A Family Activity Book.

For upper-grade children, their parents, teachers this is a useful beginning book. Remussen and Storck's *Fun-Time Puppets* Childrens Press, 1952. Pp. 41. \$1.25—useful for the variety of suggestions it gives for using simple puppets and marionettes.

Sculpture: Clay, Soap, and Other Materials. Roger Lewis, pseud. Knopf, 1952. Pp. 44. \$1.50. A Family Activity Book.

Easy-to-follow directions and line drawings clarify each step. Other titles are Lewis, *Stamps Collecting*, and Van Rensselaer, *Magic*.

Presidents of the United States; The Story of Their Lives, Closely Interwoven with the History of the Nation. Crowell, 1951. Pp. 324. \$3.00.

Terse introductions to personal lives and important phases of American history. A short introduction to the executive branch of the government and to each of the incumbents given in the attractively illustrated *The First Book of Presidents*, by Harold Coy. Watson, 1952. Pp. 69. \$1.75.

The Treasure Trove of the Sun. By M. Prishvin. Tr. by Tatiana Balkoff-Drowne; ill. by Feodor Rojankovsky. Viking, 1952. Pp. 80. \$2.75.

A translation which seems truly unhampered and the most beautiful illustrations we have seen in years introduce this book which won the prize for children's literature in Russia in 1929.

What I Know about Boys. By Louis Redmond. Hanover House, 1952. Unp. \$1.00.

Penetrating, loving, humorous insight into the characteristics of boys from the picture stories which originally appeared in *Coronet Magazine*. For both new parents and teachers, and those who think they're experienced, the book surprises with the understanding it promotes. *What I Know about Girls*—also from *Coronet Magazine*—treats girls as the tender, unexpected, charming creatures they usually are.

Let's Fish; A Guide to Fresh and Salt Water. By Harry Zarchy. Knopf, 1952. Pp. 302. \$3.00.

The author has taken to the outdoors in his last two "make it and do it" books. Designed for beginners of all ages to help them enjoy leisure and to teach them good sportsmanship. Describes, in word and picture, tackle and baits and gives the picture, description, distribution, characteristics, tackle needs, and size of several common fish. Rules, rods and equipment, baits and kinds of fish found in fresh water are discussed for younger enthusiasts in *The First Book of Fishing*, by Steven Schneider. Watson, 1952. Pp. 44. \$1.75. The pictures by Edwin Herron are helpful.

our Telephone and How It Works. By Herman and Nina Schneider; pictures by Jeanne Bendick. McGraw, 1952. Pp. 96. \$2.00.

Everybody should be interested in these explanations of telephone connections, sound vibration, manual switchboards, dial systems, and radio telephones used by police cars and ships at sea.

The Christmas Stove; A Story of Switzerland. By Alta H. Seymour. Wilcox and Follett, 1951. Pp. 94. \$2.50.

The family will enjoy reading this aloud.

All about Eggs and How They Change into Animals. By Millicent Selsam; ill. by Helen Ludwig. Wm. R. Scott, 1952. Unp. \$2.00.

Reproduction from fish to babies in drawings and brief text.

Horsemanship for Beginners — Riding, Jumping, and Schooling. By Jean Slaughter; photographs by Michael J. Phillips, Knopf, 1952. Pp. 118. \$3.75.

Clear, readable, concise descriptions of elements of riding in a direct style written by a teacher of novice horsemen. Understandable by all who've had some experience beyond kiddie-lands; includes a glossary of terms and an index.

Come, Chucky, Come. By Dorothy J. Snow; pictures by Joshua Tolford. Houghton, 1952. Pp. 5. \$2.00.

For the story hour.

Fun in American Folk Rhymes. By Ray Wood; drawings by Ed Hargis; introduction by Carl Carmer. Lippincott, 1952. Pp. 109. \$2.50.

Tongue twisters, cumulative tales, riddles, and counting out rhymes, some new to us, and some as familiar as Old Mother Goose.

Gifts from the Forest. By Gertrude W. Wall. Scribner, 1952. Pp. 96. \$2.50.

One- and two-page explanations of each process, operation, and term from uncut forest to finished lumber are accompanied by expert photographs taken in a California lumber area and sawmill. Conservation and reforestation are emphasized.

Alligators and Crocodiles and Lightning and Thunder. By Herbert S. Zim; ill. by James G. Irving. Morrow, 1952. Pp. 64 each. \$2.00. each.

Individuals and groups will continue to thank the author for making natural and physical science understandable and fascinating. Hints of safety and conservation are interspersed. Large print. More clarity in illustrations than earlier titles.

What's Inside of Me. By Herbert S. Zim; ill. by Hershel Wartek. Morrow, 1952. Pp. 32. \$1.75.

Full-page diagrammatic illustrations, along with the large print text, help a child to understand the functions of his body. Smaller print, two-column text gives more detail for parents, teachers, or older children to use. *What's Inside of Plants* by the same author explains flowers, seeds, fruits, leaves, and stems.

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ishop, L. K., Education for Democracy, November-December, 1949.

oyd, Grace M., Growth in Understanding, March-April, 1949.

uncan, Neal, Evaluating on Personal Worth, January-February, 1949.

lores, Isolina Ribiero, Education Develops Democratic Ideals, January-February, 1951.

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enworthy, Leonard S., World Horizons for Children, March-April, 1952.

irkin, John M., Hands Across the Border, Notes from the Field, March-April, 1952.

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ankin, Paul T., Social Class and the Schools, January-February, 1952.

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Walters, Rachel, We Salute Koyamadi Senior High School, May-June, 1951.

Watkins, Sylvestre C., Cultural Contributions of the Negro, January-February, 1949.

KINDERGARTEN-PRIMARY

Anderson, Lillian, Work Display Envelopes, January-February, 1950.

Cunningham, Ruth, Group Living, Primary Style, May-June, 1950.

Hemington, Mabel G., Vital Experiences through Excursions, March-April, 1952.

MATHEMATICS

Fehr, Howard F., Permanent Values from the Study of Mathematics, January-February, 1951.

Rogers, Don C., Arithmetic Teaching Techniques, Notes from the Field, March-April, 1949.

Urbancek, Joseph J., Mathematical Teaching Aids — A Supplement, January-February, 1950.

RADIO AND TELEVISION

Callaway, Joe A., Radio Education in Europe, March-April, 1950.

Dunham, Franklin, Comparative Uses of Television in Education, March-April, 1950.

Kincheloe, Isabel and Philip Lewis, English TV, An Adventure in Communication, September-October, 1950.

Lewis, Philip—

Television Affects Vocations, November-December, 1951.

Television and Radio Reading Selections, A Book Review, October, 1949.

Utilizing Video Photography, March-April, 1951.

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Beuschlein, Muriel and James M. Sanders, Free and Inexpensive Teaching Aids for the Science Teacher — A Supplement, October, 1949.

Blough, Glenn O., Our Intentions for Science Teaching, May-June, 1950.

Higgins, Lois, Your Children and Non-Medical Drug Addiction, March-April, 1952.

Kummer, Anna M., Studying Plants in Chicago, March-April, 1949.

Llewellyn, May C., Gardening for School Children, November-December, 1951.

Marbarger, John P., Aeromedical Problems in Interplanetary Travel, October, 1949.

Merkel, Mary Elizabeth, Speaking of Health, November-December, 1949.

Rahn, Herman H., Farm Life for City Youth, November-December, 1949.

Stakman, E. C., Contributions of Science to International Understanding, January-February, 1952.

Vars, Gordon F., Organizing Current Materials, March-April, 1952.

Weinberg, Meyer, Peaceful Aspects of Atomic Energy, May-June, 1950.

Woodruff, Nathan H. and E. Eugene Fowler, Radioisotopes in Biology, March-April, 1950.

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Boren, Charlotte, *Ebony*, A Tour through Luxury, September-October, 1950.

Branom, Frederick K., Free and Inexpensive Materials for the Social Studies—A Supplement, January-February, 1951.

Brown, Gretta M., School and Community Relations, October, 1948.

Brown, Willis C., Aviation Education for Modern Living, November-December, 1950.

Campbell, Edna Fay, The Geographic Society of Chicago, October, 1948.

Carlson, Evelyn F., Effective Listening, March-April, 1949.

Chada, Joseph, The Proper Study of Mankind, A Book Review, March-April, 1949.

Chicago—

Angle, Paul M., Lincoln and Chicago, January-February, 1951.

Berkman, C. W., The U. S. Coast Guard, What It Means to Chicago, November-December, 1951.

Bisson, F. C., Chicago—World's Grain Market, September-October, 1951.

Bromage, William H., Electric Service in Chicago, May-June, 1951.

Bruder, Mildred, The Chicago Public Library, March-April, 1952.

Carlson, Arthur C., Chicago—Crossroads of America, October, 1949.

Chicago Schools Journal Staff, Chicago Excursion Information, November-December, 1949.

Clark, Herma, Eliza Chappel, Chicago's First Public School Teacher, September-October, 1951.

Cook, Raymond M., Naming Our Schools, January-February, 1949.

Drury, John, Literary Landmarks of Chicago, November-December, 1948.

Groom, Willard L., The Port of Old Chicago, March-April, 1950.

Helme, William, Gas Service in Chicago, January-February, 1951.

Kissane, P. J., Your Chicago Police Department, January-February, 1951.

Lee, Rose Hum, Chicago Chinatown, January-February, 1950.

Logelin, Edward C., Chicago—Steelmaker for the World, May-June, 1952.

Margerum, Barbara, Chicago, "Milk Capital" of the Nation, January-February, 1951.

Peak, W. J., Telephone Service in Chicago, March-April, 1951.

Power, Kathleen—

The ABC'S of Air Cargo in Chicago, September-October, 1950.

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Prentiss, William L., Chicago and the Meat Industry, September-October, 1950.

Rowan, William A., United States Customs in Chicago, May-June, 1951.

Young, W. A., The Anti-Cruelty Society, November-December, 1951.

Colby, Benjamin, The Brookings Institute, May-June, 1951.

Courtenay, Mary E., Make No Little Plans, Curriculum Building in the Social Studies, January-February, 1949.

Crofts, Verna I., Japan As I Saw It, October, 1948.

Dean, Gordon, Atomic Energy and World Economy, May-June, 1951.

Eaton, William S., The Recorder Motivates History Teaching, Notes from the Field, October, 1949.

Ferrell, Frances Hunter—

Co-operative Evaluation—An Experiment, September-October, 1951.

Critical Thinking, October, 1948.

Flanagan, William I., A Brief History of Illinois, March-April, 1952.

Furbay, John H., Educational Implications of the Air Age, September-October, 1950.

Grant, 3rd, U. S., Preserving Our Historic Sites, September-October, 1951.

Hoke, Robert L., Colonial Williamsburg, March-April, 1950.

Hoover, John Edgar, The Youth Problem Today, October, 1948.

Johnson, Earl S., Social Studies Teacher as Therapist, May-June, 1951.

Lovrien, Marian, Studying an Urban Community, January-February, 1950.

McCrum, Blanche Prichard, The Library of Congress, 1800-1950, November-December, 1950.

Newton, Earle W., Old Sturbridge Village, May-June, 1951.

Nohelty, Katherine, Delinquency, October, 1948.

Oehser, Paul H., The Smithsonian Institution, June, 1949.

Packard, Fred M., The Forests Primeval, March-April, 1951.

Peterson, Evelyn F., Public Relations Techniques, May-June 1951.

Pomerance, Helen, Adventures in Hostelling, June, 1949.

ReQua, Eloise, Reliable Information and World Affairs, A Book Review, October, 1948.

Renshaw, W. E., "Bill," Flying Farmers, September-October, 1950.

Salario, Isadore, The Athletic Coach—A Leader of Democracy, January-February, 1951.

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oods, William, Boys' Clubs—A Backward glance, Inspiration Point, November-December, 1951.

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SPECIAL EDUCATION

Baskin, Jacquelyn White, Vitalizing School Experiences for Ungraded Pupils, I and II, March-April and May-June, 1952.

Manz, Fred M. and Elberta E. Pruitt, Phases of Deaf-Oral Education, March-April, 1951.

Page, Richard M.—

Division of Child Study Golden Anniversary, June, 1949.

Life More Abundant for Crippled Children, The Story of Chicago's Orthopedic Schools, May, 1949.

Page, William J., The Chicago Parental School, October, 1948.

Ryder, Ruth A., Physical Rehabilitation, October, 1948.

NEW TEACHING AIDS

EDITED BY JOSEPH J. URBANCEK

CHICAGO TEACHERS COLLEGE

Contributors to this section are Fred K. Branom, David B. Erikson, Thomas Farr,

Lucile Gafford, Philip Lewis, Ernest A. Liden, Jr., Viola M. Lynch,

Arthur P. O'Mara, Carl O. Paulson, James M. Sanders,

and Jerome J. Siegel

FILMS

The following films are available from Coronet Instructional Films, 65 East South Water Street, Chicago 1, Illinois.

Maps and Their Uses. 10 minutes. 16 mm sound. Black and white, \$50; rental \$2.25. Erwin Raisz, Collaborator. This film presents in simple form several types of maps and their uses. The situation of a family group trying to find an ideal homesite provides the story. The general purposes of grid, legend, and scale are explained. These are applied to the reading of general, special, and contour maps. No serious effort is made to explain map projections, but the utility value of maps is stressed. This film is useful to introductory geography courses in high school and college. D. B. E.

Abraham Lincoln: A Background Study. 1½ reels. 16 minutes. 16 mm sound. Black and white, \$75; color, \$150. Elmer Louis Kayser, Educational Collaborator. This film adds little new material to the usual presentation of the life of Lincoln, but it handles the usual in a satisfactory manner. In regard to content, the film is of value because it (1) shows how the country influenced the life of Lincoln, and vice versa; (2) takes one to many historic spots; and (3) gives a summary of Lincoln's ideals, which are still valid and worthy of discussion. It is noteworthy for its omission of amateurish acting. Suitable for students from junior high school through junior college. T. F.

Literature Appreciation: Stories. 1½ reels. 13 minutes. 16 mm sound. Black and white, \$62.50; color, \$125. William J. Iverson, Educational Collaborator. This film has promising ingredients—

an instructor with a sensitive voice and a tactful manner, a student with the manuscript of a story which needs vitalizing, puppets of many types, and equipment for setting the stage for a varied number of plots—and it does a fair job of living up to its promise. The teacher and the student set the stage for several familiar short stories—"The Gold Bug," "The Ambitious Guest," "Dr. Jekyll and Mr. Hyde"—with emphasis on action in one case, on setting in another, on character in a third, and discuss combinations of these elements with variant effects and outcomes. The result, as the teacher has foreseen, is that the student is stimulated to read other stories because he has begun to discover the techniques which make stories "click" for the reader, and he wishes to try the new tools in his own writing. The film should appeal to high school students and their instructors and to cadet teachers, in fact to anyone interested in realizing through direct presentation how the writer works with his materials. It will make teachers wish for the ideal equipment which this instructor had. It is an excellent demonstration of how often good teaching depends upon stimulating equipment. L. G.

Capitalism. 8 minutes. 16 mm sound. Black and white, \$50; color, \$100. James Harvey Dodd, Educational Collaborator. Designed principally to give students a clearer understanding of capitalism, this film fails rather dismally in achieving its objective. The producers of the film explain at the outset that their purpose is not to define capitalism or to cover the manifold complexities of the capitalistic system; the result of this is an elementary, watered-down description which will do nothing more for the student than becloud his understanding. Several ingredients of capitalism, such as private property, free com-

petition, profit motive, and freedom of contract are presented in the film by a student panel. Although this film might conceivably have some value for junior high school students, one cannot help wondering why its producers would attempt such a subject within the cramping confines of an eight minute span.

E. A. L.

Our Inheritance from Historic Greece. 12 minutes. 16 mm sound. Black and white, \$50; color, \$100. E. L. Kayser, Educational Collaborator. Traces briefly our indebtedness to historic Greece in the realms of architecture and classic art, with emphasis on the human form. Acknowledgment is also made of Greek contributions in mathematics, literary forms, and political concepts. This film best develops the fields of architecture and art. It can be most appropriately used in the upper grades and high school.

D. B. E.

Unlocking the Atom. 23 minutes. 16 mm sound. Black and white, \$100. Available through United World Films, 542 South Dearborn Street, Chicago 5, Illinois.

This film summarizes the historical discoveries, from Dalton to the cyclotron Nobel prize winner, E. O. Lawrence, which led to the controlled chain reaction in U235 and the atomic bomb. It gives a few quick shots of particle accelerators, shows an atomic pile, mentions the pile as a source of power, and refers to uses for the radio-active by-products of the pile reactor. Useful in science classes.

J. M. S.

FILMSTRIPS

Great American Frontiersmen. A series of five filmstrips. Color. \$5.00 each; \$23.75, the set. Produced by The Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago 14, Illinois.

Story of Daniel Boone A-246-14. Interesting color pictures depicting important events in the life of Daniel Boone.

Story of David Crockett A-246-15. Many events in the life of David Crockett, not often listed in typical history texts, are shown; the interesting story of his death is included.

Story of Kit Carson A-246-16. An entertaining and authentic report of this great American.

Story of Brigham Young A-246-17. A story of the trials and tribulations of the Mormon trip and settlement of Salt Lake City.

Story of Buffalo Bill A-246-18. A series of pictures rich in life of the Old West, the buffalo, and the circus.

These filmstrips, designed for use in grades five through eight, are excellent for introducing these personages to the class; they may be used later for review and summarization.

A. P. O'M.

Fighting Disease. 6 filmstrips. 35 mm. Color, \$31.50 for set. A Teach-O-Filmstrip product available from the Popular Science Publishing Company, 353 Fourth Avenue, New York 10, New York.

These strips are pointed at junior and senior high school classes in health education, biology,

and general science; their use in the latter two groups is seemingly limited by extraneous frames. For example, in strip number one titled *Invasion by Disease* we encounter a frame headed "The Tsetse fly spreads African sleeping sickness," and another, "Ticks can also spread Rickettsial pox." The other strips are titled *Germ Invaders, Body Defenses Against Invasion by Disease, Helping the Body Defenses Against Disease, How Chemicals and Anti-Biotics Fight Diseases, and Fighting Cancer.* The historical approach is used throughout. Color is used to good advantage as the printed matter is, for the most part, concise and legible. With proper editing these strips should be of value. The usual teaching guide accompanies the strips.

J. J. S.

RECORDINGS

Childcraft Series of Records. Set of 12, each 10-inch, 78 rpm. Produced in co-operation with the editors of *Childcraft, The World Book Encyclopaedia*, and the executives of Mercury Records. Available through Mercury Records, 839 South Wabash Avenue, Chicago 5, Illinois. Set, \$12.00; single records \$1.00 each plus tax and shipping cost.

Here is a well selected assortment, truly representative of young children's interests, including such old favorites as "Old King Cole," "Mistress Mary," "Rain, Rain, Go Away," and many others. On six records are a total of fifty-two of the best known Mother Goose rhymes. On the whole, the melodies are very interesting, the rhythm excellent, and the voice of the singer clear and distinct. This album of plastic, durable, and practically non-breakable records also includes two records "Tunes for Tots" and "Tunes for Wee Folk" designed for children two years of age and under. The use of familiar sound effects is particularly effective; children will enjoy the teakettle whistles and the telephone ring. However, these records would be better suited to the kindergarten age child and are probably usable in a nursery school group.

"The Folk-Songs of Our Land" has some excellent material. Particularly notable is "Susanna," which has an irresistible rhythm. "Along Little Dogies" is a tuneful variation by an exceptionally good vocalist. The arrangement is excellent and the tunes very melodic and pleasing.

The story record, "The Shoemaker and the Elves," is exceptionally fine and appealing. The musical background and fine narration provide an interesting variation to this story. The lyrics are tuneful and rhythmic. One is reminded of the Walt Disney lyrical style of "Off to Work We Go." These records should prove valuable to any teacher of young children who wishes to add to her collection of available material.

V. M. L.

SLIDES

United States Geo-Historic Map Slides, Series 2"x2". 46 in the set, paper mounts \$47.50; glass mounts \$62.50. 1950. Distributed by Encyclopaedia Britannica Films, Inc., Wilmette, Illinois.

This series of map slides is very useful in teaching the early history of the United States to the upper grades or high school. It shows the different phases of exploration and settlement which relate to the United States, beginning with the part of the world known to Europeans about 1000. The voyages of Columbus, the Papal Line of Demarcation, the various settlements in the New World, the trade of the colonies, the French and Indian Wars, and the Revolutionary War are some of the topics which are treated. F. K. B.

MISCELLANY

Blue Book of 16 mm Films. By Educational Screen Magazine. Educational Screen, Chicago. 1952. Pp. 172. Price, \$1.50.

One of the two publications providing a key to educational films appears in the above volume in its 27th edition. It maintains its customary standards of compactness and inexpensive cost in spite of the more than 7,000 films which are covered by brief commentary. References from the section classified by subject matter lead to the list of producers and distributors. Their price policy and rental service are indicated in general, but the purchase or rental prices of specific films are not listed. Access to the classified section is provided by an alphabetical index. C. O. P.

How To Make Handmade Lantern Slides. By E. Hamilton. Keystone View Company, Meadville, Pennsylvania. 1950. Pp. 24. 10 cents per copy.

The subject covered is certainly not new and many of the techniques treated will be quite familiar to most persons in the field of education. The merit of this pamphlet lies, however, in its complete coverage of all practical hand methods for making lantern slides. In addition, specific and definite suggestions for the utilization of slides on subject areas are delineated in a usable manner. The production of tachistoscope as well as lantern slides is described along with the employment of colored pencil, colored crayons, and colored inks on colored glass. Typewritten cellophane, colored

cellophane, and silhouette slides are considered. The uninitiated will find this concisely presented material a valuable aid. P. L.

The Turtox Service Leaflets. General Biological Supply House, Chicago, 1951. 55 leaflets. Free to teachers.

This is the best and most extensive collection of how to do it leaflets available in biology. Each is on a different subject. Primarily for high school teachers, they can be useful to the elementary teacher as well as to the college professor. There are such titles as *How to Make An Insect Collection*, *How to Make Skeletons*, *A Selected List of Books for the Biology Library*, *Lantern Slides Any Teacher Can Make*, *Aquarium Troubles: Their Prevention and Remedies*. They may be purchased in numbers at very low cost for student use. J. M. S.

Water Pollution Series, Federal Security Agency, U. S. Public Health Service, Washington, D. C. Teacher's or Chairman's Packet — Free.

Contains series of introductory materials for meetings of various civic groups: list of movies; drafts for speeches on the "living waters," and pollution of them; draft of a State Water Pollution Control Act; list of State Water Pollution Control authorities; copy of Public Law No. 845 (80th Congress); Statistical Survey of Sewage Works in the U. S.; and a Cartoon booklet, "The Fight to Save America's Waters (Mark Trail)." There are also five titles from the U. S. Public Health Service: No. 1, *Clean Water is Everybody's Business*; No. 2, *Water Pollution in the United States — Water Pollution Series No. 1*; No. 3, *Western Great Lakes Drainage Basin — Water Pollution Series No. 14*; No. 4, *Drainage Basin — Water Pollution Series No. 15*; No. 5, *Water Pollution Control — P. H. S. Pub. No. 58 — Upper Mississippi*. This packet is the best for general treatment and background on water pollution that is available. J. M. S.

Proof Book of Forestry Ad Mats. American Forest Products Industries, Inc., Washington, D. C., 1952. 28 mats. Free.

These free ad mats can be used by any company or organization which advertises. Each one is effective conservation education at high interest level. They can be adapted to local situations or modified according to desire of the advertiser. Useful to elementary, high school, and college teachers. J. M. S.

Learn, but learn from the learned. — Cato

NEWS

EDITED BY GEORGE J. STEINER

CHICAGO TEACHERS COLLEGE

AMERICAN EDUCATION WEEK—The thirty-second annual observance of American Education Week, November 9-15, 1952, will again direct nation-wide attention to the work of the schools. The central theme of the 1952 program is "Children in Today's World."

American Education Week is a time to review the purposes and accomplishments of the schools, to consider their needs and problems, to sharpen public interest in school improvement, and to strengthen the bonds of home, school, and community co-operation. An effective community-wide observance of American Education Week is a good foundation for a year-round program of good school public relations.

Two activities which distinguish American Education Week are the school visitation and educational interpretation. From November 9 to 15, nearly ten million parents are expected to visit America's schools. For suggestions and prices on materials available for use by planning committees and community leaders who need ideas on what to do and how to do it, address the National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.

BOOK WEEK 1952—"Reading is Fun" will be the slogan for the thirty-fourth annual Book Week, November 16-22. To emphasize the value in books and reading, book fairs, exhibits, programs, and displays will be sponsored by schools, libraries, book stores, parent-teacher groups, and other youth and community organizations. A free manual describing all Book Week material and complete order-form may be obtained from the Children's Book Council, 50 West 53rd Street, New York 19.

CHICAGO HISTORICAL SOCIETY—With interest mounting in the 1952 presidential campaign, the Chicago Historical Society, located at Clark Street and North Avenue, has opened an extensive exhibit of historic materials from the campaigns of 1828 through 1896. The exhibit, entitled "Politics, U. S. A.," will continue through January 4, 1953; it includes hundreds of rare and valuable items from the campaigns of Andrew Jackson through the first campaign of William McKinley. Badges, buttons, ballots, banners, cartoons, broadsides, and other campaign emblems show both the similarity and the difference between the campaigns of the past and the present.

CHICAGO NATURAL HISTORY MUSEUM—The following free illustrated lectures are being offered on Saturday afternoons at 2:30 p. m. in the James Simpson Theatre:

- October 18: Action in Africa
- October 25: The New Japan
- November 1: Realm of the Wild
- November 8: Exploring the Everglades
- November 15: The Troubled Middle East
- November 22: A Voyage into the Past
- November 29: Guatemala

and the following free motion pictures for children on Saturday mornings at 10:30 a. m. by the Raymond Foundation:

- October 18: The Magic Horse, a legend of a small boy and his tiny hump-backed horse
- October 25: People Along the Mississippi, from Minnesota to the Gulf
- November 1: Getting Reading for Winter
- November 8: Exploring the Everglades, Florida national park
- November 15: India
- November 22: Your Favorite Animal Movies
- November 28: Animal Legends

CHICAGO TEACHERS COLLEGE—In the November Section of the January-February, 1952, CHICAGO SCHOOLS JOURNAL it was announced that the Chicago Teachers College was offering a four-year course leading to a Bachelor's Degree in industrial education. The first group to materialize, a total of forty-two students, entered the college this fall. Graduates of this course will be eligible to take the certification examination for teachers of technical subject in the Chicago public high schools. Prior to certification and assignment they will be eligible to serve as substitutes at the minimum salary for high school teachers.

A ruling of the Board of Education in March 1952, permits students from anywhere in the state to attend the college on the same basis as local residents and permits them to be admitted without an entrance examination. This fall 650 students, including both freshmen and transfer students, the senior-college level, were admitted to the College.

CLEAN-UP CAMPAIGN CONTEST—The Division of Art of the Chicago Board of Education, in co-operation with the Community Service Committee of the Chicago Association of Commerce and Industry, announces the annual Clean-Up

ampaign Illustration Contest. Students in the Chicago public schools are invited to submit illustrations. January 8, 1953, is the deadline for art teachers to send the best illustrations of their students to their district art supervisors.

Contestants should:

1. Develop the theme of the campaign — Clean-Up, Paint-Up, Light-Up, Plant-Up.
2. Emphasize the positive rather than the negative aspects.
3. Use tempera or show card colors.
4. Submit illustrations measuring 18"x24" mounted on 22"x28" white bristol board.
5. Submit original work only.
6. Identify illustration by filling out an entry blank and pasting it in the upper left-hand corner of the reverse side of the illustration. Entry blanks may be secured from the Division of Art by calling Dearborn 2-7801, Extension 228 or 229.

The first prize, a scholarship of \$300 in the day school of an accredited Chicago art school of the winner's choice, will be awarded to a student who will be graduated in January or June, 1953; it will be used in the same year of the award. Students who wish to compete for this prize will be required to submit portfolios of their work containing examples of drawings, paintings, and signs, as well as photography of crafts, murals, and other work that can not be included in the portfolio. Portfolios are to be sent to the Division of Art, Room 604, 228 North LaSalle Street, by January 9, 1953, labeled on the outside with the student's name, age, grade, school and home address.

Other prizes will be four twenty-five dollar United States government bonds awarded for the best illustrations entered by first-, second-, and third-year high school students, and fourth-year high school students not wishing to try for a scholarship.

Winners will be announced in February, 1953.

EXAMINATIONS FOR TEACHER CERTIFICATES — The Chicago Board of Examiners has authorized regular certificate examinations for 1953, as follows:

1. Elementary playground (for men), April 27, 1953. Applications must be filed by April 11, 1953.
2. High school subjects of auto shop, biology, business training, homemaking arts, industrial arts shop, machine shop, physical education (women), print shop, sight saving, Spanish, and vocal music on April 27, 1953. Applications must be filed by April 11, 1953.
3. Principal's examination open to all candidates who meet the requirements for admission as specified in the Board of Examiners' Circular of Information, December 29-30, 1953. Applications must be filed by November 28, 1953.

Formal applications for admission to these examinations and further information concerning them may be obtained at the office of the Board of Examiners, Room 242, 228 North LaSalle Street, Chicago.

FORD FOUNDATION — The Fund for the Advancement of Education, established by the Ford Foundation in April 1951 for the purpose of improving formal education at all levels, has set up a program of fellowships for 400 public high school teachers throughout the United States and its territories during the year 1952-1953. This program permits the recipient to devote an academic year to activities that will extend his liberal education, improve his teaching ability, and increase his effectiveness as a member of his school system and his community.

In the fall of 1951 the Fund awarded fellowships to promising faculty members of many colleges and universities throughout the nation. These fellowships gave college teachers an opportunity to devote a year away from their regular duties, on a program designed to enrich them as liberally educated individuals and to make them more effective teachers. The response to this program has been enthusiastic and the results encouraging. It is, therefore, being repeated for the academic year 1952-1953.

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS — The Association presents a distinguished creative series of radio programs on "The Jeffersonian Heritage," based on the research, writing, and advice of Professor Malone of the department of history, Columbia University, starring Claude Rains. Broadcast over the educational radio stations of America, "The Jeffersonian Heritage" is produced under the terms of a grant from the Fund for Adult Education, established by the Ford Foundation.

For broadcast purposes, the story of the heritage is divided into thirteen parts: the living declaration, the democrat and the commissar, divided we stand, light and liberty, the return of the patriot, the danger of freedom, the ground of justice, freedom to work, freedom of the press, the university of the United States, to secure these rights, nature's most precious gift, and what the Jeffersonian heritage means today. In Chicago, the series of thirteen broadcasts is heard on station WBEZ (FM 91.5 MC) on Tuesdays at 10:45 a. m. and at 2:30 p. m., starting on September 30, 1952. George Jennings, Radio Council, Chicago Board of Education, recommends that those schools equipped with tape recorders might make permanent copies of the broadcasts. Each individual program is outlined in a Teachers Handbook, which may be obtained from the Radio Council, 228 North LaSalle Street, Chicago 4.

NATIONAL EDUCATION ASSOCIATION CONVENTION — The NEA, at its ninetieth annual convention in Detroit, June 29-July 4, approved a resolution urging no public funds be used for support of private or parochial schools. The as-

sociation also discussed the magazine article, "Your Child Is Their Target" published in the *American Legion Magazine* of June, 1952, which implied that there is a "conspiracy" to commit American public schools to the service of dictatorship, either of communism or fascism. A resolution calling for severe criticism of the American Legion for the article was tabled after prolonged debate.

A variety of discussion groups were held during the convention to inform educators on the following topics: meeting needs of country children in town and city schools; teachers' creeds and loyalty legislation; the school's part in developing wholesome personality; moral education of mentally handicapped children; competitive athletics for children of elementary school age; salary scheduling in periods of inflation; and the challenge of television to education.

At the convention's closing session, Mrs. Sarah C. Caldwell of Akron, Ohio, was elected president for 1952-53.

NATIONAL COUNCIL OF TEACHERS OF ENGLISH — The forty-second annual meeting of the National Council of Teachers of English will be held at the Hotel Statler, Boston, Massachusetts, November 27-29, 1952. Celebrating the fifty-first year of the New England Association of Teachers of English, the convention theme will be "Great Traditions, Widening Horizons."

Discussion groups, the core of a convention, include the following topics:

- I. Where do we stand on curriculum?
Elementary schools
High schools
Colleges
- II. Looking at present problems.
Large city high schools—are their problems unique?
Can they all learn to read with understanding?
How can pre-service and in-service education of teachers of English be improved?
How can we use literature to interpret life?
How can English teachers better meet student needs for communication?
- III. How far and how fast can we go on new developments?
On "Growth and Development" as a basis for curriculum-making?
On "Humanities"?
On the "New Linguistics"?

On "Communication"?

On Audio-Visual advances?

On improving world understanding through communication?

On co-operative efforts of speech and English teachers?

On English and journalism?

NBC TELEVISION OPERA THEATER — The opera presentations, under the direction of Herman Adler and produced by Samuel Chotoff, will be given in the 1952-53 season on Sunday afternoon at 3:00 p. m., EST. The opera, Britten's "Billy Budd," will be presented on October 19 (NBC-TV, 2:30-4:00 p. m., EST); Leonard Bernstein's "Trouble in Tahiti," revised, on November 16 (NBC-TV, 3:00 p. m., EDT); and Gian Carlo Menotti's "Amahl and Night Visitors" probably near Christmas time. Operas for January and February have not been scheduled, but in March, because its religious theme fits the Easter season, "Suor Angelina" will be given. No opera has been announced for April since two performances of the new Jewish Gutman English translation of "Der Rosenkavalier" will be given in May.

TELEVISION AND EDUCATION — Scores of colleges, universities, and educational organizations throughout the nation are making use of the opportunities in the newly opened field of educational television. The University of Wisconsin, pioneer in radio, is requesting as much as \$300,000 from the state legislature for the construction of a television station on the campus; the University of Illinois has filed application for authority to build and operate a TV station; and the University of Omaha has completed an experimental series of courses by television.

Ohio State University in Columbus, now broadcasting on local TV stations, has been authorized by its Board of Trustees to take steps to establish its own station. It hopes to provide a community TV service with information to farmers, housewives, and parents; refresher courses for professional and technical people; and supplement classroom instruction for elementary and secondary grades.

The Joint Committee on Educational Television announced recently that it will use the major portion of the \$145,000 Ford Foundation grant to set up a field consultation service to educate and make available consultants with legal, engineering, and programming experience.

Every man owes something to the advancement of his profession. — Theodore Roosevelt

PERIODICALS

EDITED BY PHILIP LEWIS

CHICAGO TEACHERS COLLEGE

"Sometimes Things Don't Turn Out Well — Sometimes They Do." By Jessie Todd. *American Childhood*, October, 1952.

A teacher of art defends the premise that if of the children's art work turns out well the work has been too carefully supervised and the pupils have missed the biggest value in the work. The guidance necessary to capitalize on failure to achieve future success is patently set forth and illustrates a philosophy that may well be applied in other areas of endeavor in the classroom.

"Common-Sense Purchasing at a Profit." By John F. Delaney. *The American School Board Journal*, August, 1952.

An eye-opening treatment of the manifold responsibilities of the Department of Purchases of the Chicago Public Schools is dramatically rendered. Such revelations include the fact that the department operates the largest restaurant project in Chicago, incorporates a testing laboratory, printing-plant, city-wide delivery service, textbook depository, and other unusual facilities. Here is an informational source that will help you to better understand the magnitude and scope of your school system.

"High School Marks: Comparative or Individual?" By Edward H. LaFranchi. *The School Executive*, July, 1952.

A creditable plan for solving the chronic problem of evaluation at the secondary level is presented by the author. This approach distinguishes between elective college preparatory subjects and alternate courses offered for non-college students as well as between universally required courses and purely skill subjects and vocational courses. A startling aspect of the article involves the results of a survey among teachers and parents on the subject of grading. A higher proportion of the general public than of the teachers believes that the basis for evaluation should be the individual's ability rather than the group's accomplishment.

"Focus on School Television." By The Archbishop of Canterbury. *Look and Listen*, June, 1952. Published in London, England.

The British Broadcasting Corporation has undertaken pilot experiments in school television and preliminary reports lead to the conclusion that there is a definite place for TV in the schools. It seems highly probable that BBC will feel justified

in proceeding with further stages of the experiment with the possibility of full video service for the schools by 1955 or 1956. This development, together with the likely adoption of sponsored broadcasting, brings sharp reactions from many sources. The Archbishop of Canterbury, one of the outspoken critics of this project, clarifies his position and argues for careful experimentation before universal application is implemented. A surprising turn in the situation is the opportunity given education to conduct such experiments before commercial interests are given the green light — quite the reverse of the procedure followed in our own United States.

"Reaching Across the Wall of Silence." By Carl Bertmann. *The Welfare Bulletin*, July-August, 1952.

An excellent and enlightening coverage of the important problems of the deaf designed to give significant understanding to the lay-person. Emphasis is placed upon the tenet that deafness does not necessarily imply lack of mental capacity and that the greatest handicap is not the inability to hear, but rather the lack of communication. Methods used at the Illinois School for the Deaf are cited along with results achieved. Here is a worthwhile report dealing with a too-little publicized work.

"Learning About Money." By Beatrice Cohen. *The Grade Teacher*, September, 1952.

A different approach designed to permit upper-primary and lower-intermediate grade pupils to gain actual experience in handling and developing responsibility for money under realistic conditions. Read how this teacher in a London classroom met and solved the problem.

"Mathematical Preparation for College." By P. D. Edwards, P. S. Jones, and B. E. Meserve. *The Mathematics Teacher*, May, 1952.

This attempt to answer the question of who should study what mathematics in high school can be of help to teachers and administrators as well as to the students themselves. Major professions are alphabetically listed and accompanied by their attendant requirements. In addition, general precautions are included to remove future sequence pitfalls for the graduate. It is unique to note the frankly admitted bias in some avenues of the presentation, especially in light of the shifting emphasis toward general education.

"Science and the Citizen — Normal Children." *Scientific American*, September, 1952.

The results of a twenty-four year study of normal children by a University of California research team are reported in condensed form and are of pertinent interest to all in the teaching profession. Among the specific findings are the conclusions that I. Q. tests are unreliable measures of children's mental capacities, particularly at pre-school age. Even at later ages, between six and eighteen, 85 per cent of the children varied in scores by more than ten points on different tests. Other findings have to do with physical and personality development and with parental influence on child stability.

"Springboards for Curriculum Planning." By Olive G. Fox. *Michigan Education Journal*, September 1, 1952.

The recent meeting of the Michigan Association for Supervision and Curriculum Development resulted in the formation of a number of discussion groups. The selected issues considered were tagged as "beacon lights" in planning school programs for the future. These vital considerations and questions are directed toward such areas as Democratic Practices, Understanding Children, Reading, Mathematics, Science, Social Studies, the Arts, Physical and Mental Health, Interpretation of the Educational Program, and the Teaching of Values.

"Our Unused Natural Resources," July, 1952, and "Are Schools Prepared for Lay Participation?" September, 1952. By Jack Elzay. *The American School Board Journal*.

A series of two articles dealing with the problems of lay participation in local school affairs based upon actual experience as well as investigation of current examples of such activity. The treatment goes beyond the point of generalities and gives concrete directions toward the solution of some of the practical problems involved.

"Getting the Most Out of Double Session Schooling." By George Isaiah Thomas. *The American School Board Journal*, August, 1952.

Although double session schooling is but a stop-gap emergency measure and should be dispensed with at the earliest opportunity, it is now necessary to learn to live with this arrangement in many communities all over the country. Mr. Thomas suggests some possible benefits that can be utilized to help offset the disadvantages and offers a num-

ber of modifications of current practice he feels to be essential.

A NEW MAGAZINE

Certainly there is no dearth of periodicals in the field of educational literature, and the announcement of the addition of another publication in this area is not automatically cause for jubilation or enthusiasm. However, the launching of *Adult Leadership* in May, 1952 by the Adult Education Association, with the subsequent monthly issues that followed, bids well to make this venture one that will be welcomed most heartily by all involved in education and group dynamics.

The major objective of this magazine is to bring together the results of the experiences of the countless face-to-face groups, committees, clubs, and organizations all over the country which have contributed to an ever-increasing fund of know-how, techniques, and social inventions which facilitate the processes of democracy at work. The articles and commentary are well-written, down-to-earth, and most pertinent to the objectives stated.

"Dan's Turn." By Gilbert P. Laue. *Adult Leadership*, May, 1952.

A true-to-life narrative of Dan's turn as Program Chairman of the local Curriculum Affairs Club dramatizes his problems, embarrassments, and efforts to make the meeting vital in the face of pressures, tradition, and personal inexperience. The outcome will strengthen respective chords in the recollections of many and the conclusions, analysis, and suggestions at the end of the article serve to reinforce the lessons learned.

"The Tool Kit — Working Towards Goals." By Ida Stewart Brown. *Adult Leadership*, September, 1952.

Small groups, large groups, appointed committees, and voluntary gatherings all face the problem of really arriving at goals set up in each instance. Much of the frustration and boredom commonly experienced in loosely organized meetings can be converted to desired stimulation and wholesome interaction if the simple, step-by-step approach is utilized. This month's Tool Kit presents the ideas, instruments, and a way of thinking and acting to help a group to use its own resources to the best advantage.

If you have knowledge, let others light their candles at it. — Margaret Fuller

BOOKS

EDITED BY ELLEN M. OLSON

CHICAGO TEACHERS COLLEGE

TELEVISION READING SELECTIONS

BY PHILIP LEWIS¹

The current interest in educational television reached a new high pitch with the lifting of the "freeze." Schools and individuals will approach the situations thus created from many different directions. It is believed that the selections to follow will be useful in delineating some of the recent and pertinent writings.

The Television Program. By Edward Stasheff and Rudy Bretz. New York: A. A. Wyn, Inc., 1952. Pp. 356. \$4.95.

This book is especially adapted to school purposes since it was written by two men directly involved in the practice of television but with a background of education and teaching. The broad coverage, effective interpretation of the nature of the medium, detailed explanations of scripting techniques, and a revealing exposition of production and directing procedures make it possible for the reader to learn valid television processes in these major areas. Over two hundred illustrations are included to reinforce the already potent presentation.

Broadcasting: Radio and Television. By Henry L. Ewbank and Sherman P. Lawton. New York: Harper and Brothers, 1952. Pp. 528.

Written as a college text for students of radio and television, the authors have produced a comprehensive treatise dealing with the history and background of the industry as well as the techniques involved in all aspects of production. Effective comparisons of variations in video and radio practice are made. This publication deserves consideration where the media section is limited to a relatively few volumes.

A Practical Manual of Screen Playwriting. By Lewis Herman. Cleveland: The World Publishing Company, 1952. Pp. 294. \$3.50.

With the allocation of television channels for non-commercial purposes, educators will soon be called upon to produce adequate programming to exploit these resources. This authoritative guide to screen and television writing supplies the know-how for the beginner as well as the advanced writer, producer, or director. Written in an unusual style, the manual develops progressively the essential historical background, the elements of the drama, and finally the evolving of the script.

The Stage and the School. By Katherine A. and Pierce C. Ommanney. New York: Harper and Brothers, Revised 1950. Pp. 571.

An up-to-date edition of a seasoned publication in the field of educational dramatics. This latest version includes the drama of the screen, radio, and television. The senior author makes available her world-wide study of the field while her collaborator contributes his experience with contemporary media—a fine combination. Planned as a classroom text, its purpose is to present ample subject matter for the study of drama in all forms and to inspire high school students to creative activity.

TV and Electronics As a Career. By Ira Kamen and Richard H. Dorf. New York: John F. Rider, Inc., 1951. Pp. 326. \$4.95.

Vocational directors, guidance personnel, and teachers will be attracted to this presentation of the opportunities available in the fast-growing electronics industries. Descriptions of the detailed workings of each phase of television and radio broadcasting, communications, manufacturing, engineering, distribution, sales, and service are followed by appropriate job analysis as concerns qualifications, training, remuneration, and future potential. Five specialists have collaborated to report their findings in this volume which offers informative and revealing reading.

Television, How It Works. Edited by John F. Rider. New York: John F. Rider, Inc., Revised 1951. Pp. 203, 8½"x11".

A developmental approach to understanding the intricacies of television for individuals already familiar with electricity and radio. The organization of the manual devotes a chapter to each major circuit-stage normally found in video receivers and arranged, primarily, in the sequence in which the received signal travels through the set. Explanations are thorough and generously illustrated. Additional chapters are concerned with general aspects of the television system, characteristics of the signal, alignment, and servicing.

TV and Other Receiving Antennas. By Arnold B. Bailey. New York: John F. Rider, Inc., 1950. Pp. 595. \$6.00.

A technical approach to a highly technical subject. The author includes formulae, graphs, reception patterns, and complex propagation information. Here is a specialized source of data not generally available elsewhere in such concentration.

TV Picture Projection and Enlargement. By Allen Lytel. New York: John F. Rider, Inc., 1949. Pp. 179.

One of the barriers to greater utilization of television receivers in schools has been the difficulty of producing images of sufficient size to service relatively large audiences. The development of video projection is explained in simple theory with adequate emphasis on available commercial equipment. Suggestions are advanced for the employment of conversion kits to effect projection units from conventional direct-view receivers.

Television Simplified. By Milton S. Kiver. New York: D. Van Nostrand Company, Inc., 1952. Pp. 608.

A fine technical book on the subject of television that has been supplemented substantially to bring it abreast of current developments in the field. Although written in a clear and concise manner, the writer assumes the reader has a background of electricity and radio and builds on this premise. A popular text in TV schools.

¹Chicago Teachers College

TV Installation Techniques. By Samuel L. Marshall. New York: John F. Rider, Inc., 1950. Pp. 330.

A versatile guide written for television installation personnel and invaluable for use by educational organizations interested in working out their own video arrangements. Special as well as conventional materials and methods are described together with helpful sections devoted to antennas, towers, problems arising in receiver adjustment and service, and municipal and underwriter's codes. Safety procedures are stressed throughout the presentation.

TV Master Antenna Systems. By Ira Kamen and Richard H. Dorf. New York: John F. Rider, Inc., 1951. Pp. 356. \$5.00.

The increase in utilization of television receivers in schools and institutions raises the complex problem of providing antenna sources for multiple installations. To avoid erecting a separate dipole for each receiver the application of the master antenna system is suggested. Every current arrangement of importance is explained in a manner suitable for the layman as well as the technician. The illustrations are suitable and profuse. Although written for the field in general this book contains much information applicable to educational installations.

Risks and Rights. By Samuel Spring. New York: W. W. Norton and Company, Inc., 1952. Pp. 385. \$7.50.

A specialized publication dealing with privacy, slander, libel, copyright, and unfair competition as a combined field. It is written for those engaged in publishing and in radio and related fields; a special section is devoted to all the new problems created

by television. *Risks and Rights* is a law book for laymen. Technical terms have been eliminated as far as possible without undue loss of precision. An adequate legal guide for schools venturing into television.

Radio's Master. New York: United Catalog Publishers, Inc., Sixteenth Edition, 1951. Over 80 pages.

This annual catalogue is the official parts and equipment manual of the radio, television, and electronic industry and includes cross-indexed demonstrations of thousands of products and parts. Illustrations, descriptions, specifications, and prices are included as well as purchasing sources. The listing is an admirable reference to help establish the availability of equipment as well as to permit the comparison of products.

Training by Television. Prepared by Navy Special Devices Center in Co-operation with Fordham University. Washington, D. C.: Office of Technical Services, U. S. Department of Commerce. Pp. 2. Mimeographed and illustrated. 75 cents.

An experimental study instituted to compare the training of Naval Reservists by live television, with training by recorded TV and by standard classroom procedure revealed some startling conclusions. Live and canned TV programs were found to be on a par and in general both were superior to classroom instruction. The report details the procedure followed to keep the tests objective and concludes with a list of fundamentals that must be met if television is to be successfully exploited for rapid, mass training. The implications for education are challenging.

IMPORTANT NEW BOOKS

Contributors to this section are Vernon W. Brockman, Eve K. Clarke, Mary E. Courtenay, John W. Emerson, Frances H. Ferrell, Henry G. Geilen, Coleman Hewitt, Emily M. Hilsabeck, Louise M. Jacobs, Viola M. Lynch, Ursula Maethner, Blanche B. Paulson, Dorothy Phipps, Seymour Rosofsky, Eloise Rue, Catherine M. Taheny, Robert J. Walker, and Horace Williston.

FOR TEACHERS AND SUPERVISORS

Modern Comedies for Young Players. By Mildred Hark and Noel McQueen. Boston: Plays, Inc., 1951. Pp. 373. \$3.50.

Twenty-three separate, half-hour non-royalty plays about one family, consisting of three men and two women. The setting, a living room, is the same for all the plays. Minor plots with ample characterizations. Prosaic dialogue requires good acting. Viewpoint is feminine and "folksy." Happy endings. Eight have enough action for high school production only. Eight others appeal only to adult audiences, and seven are just poor plays. Some might make interesting serial productions for P.T.A.'s.

R. J. W.

Self-expression through Art. By Elizabeth Harrison. Peoria: Charles A. Bennett Company, Inc., 1951. Pp. 112. \$4.00.

This is a book of practical suggestions for teaching procedure, written in a somewhat conversational style which makes for simplicity and readability. The book also contains a statement of the fundamental objectives of teaching art in the elementary schools: (1) The encouragement of confidence in self-expression. (2) The development of good taste. (3) Training in co-ordinating the hand and the eye. The book is sufficiently illustrated to clarify and exemplify the ideas contained in the text.

H. G. G.

Giotto, The World's Masters New Series. Edited by Anthony Bertram. New York: The Studio Publications, 1951. Pp. 63. \$1.00.

This is the sixteenth in this series of popularly-priced monographs on key artists of the Western world. The forty-eight crisp black-and-white productions are accompanied by a discerning text which seems on the whole to offer a reliable insight into Giotto's place in the world art. The plates have been chosen with an eye to quality and significance rather than mere quantity. Condensed bibliography and biography are included.

J. W. E.

General Shop for Everyone. By Louis V. Newkirk. Boston: D. C. Heath and Company, 1952. Pp. 26. \$3.20.

As one of the pioneers in the General Shop program the author is well qualified to write on this subject. His latest text is unusually well illustrated with line drawings and photographs from both school and industry. The field is well organized into five areas having to do with drafting, woodwork, metalwork, electricity, and plastics, with questions, problems, and selected bibliography at the end of each section. An excellent collection of graduated projects is an important part of each area. This book should be an important addition to the library of every school where tools and materials are used.

C. H.

Dancing Time, Music for Rhythmic Activities of Children. By Satis N. Coleman. Illustrated by Vanaile. New York: The John Day Company, 1952. Pp. \$2.25.

This collection truly fills the needs of the primary teacher, who, though she can not play too well, is always the alert for better material that is suited to the young child's rhythmic and dramatic abilities. Not only does the author know music thoroughly, but she understands the moods and interests of little children. The charm and value of this collection lie in the dramatic and imaginative possibilities suggested in the titles. This is a most welcome addition to the author's understanding contributions in the field of creative music is a must for every teacher. V. M. L.

Your Health and Safety, Third Edition. By Jessie Williams Clemensen and William R. LaPorte. Drawings by Jacques Padawer. New York: Harcourt, Brace and Company, 1952. Pp. 532. \$3.32.

An unusually well written health text; double format for easy reading; attractive two-color drawings. Emphasis is on physiology as the science, with health the practical application. Each of the eight units presented functional and deals with problems of vital concern to the typical high-school age. Study outlines, self-inventories, extensive reading lists, suggested modern day aids in addition to the interestingly presented factual material should make this book a must for all teachers of health on the high school level. U. M.

Creative Harmony and Musicianship. By Howard Wesley Murphy and Edwin John Stringham. New York: Centice-Hall, Inc., 1951. Pp. 618. \$5.50.

The purpose of this text is to acquaint the student with the whole structure of music rather than with the study of the principles and laws of harmony only. Therefore, there is an integration of six subjects: playing, listening, analysis, music reading, and creative work. Since artistic rather than theoretical music has been emphasized, the student who follows this approach to the study of harmony should become a better musician. C. M. T.

FOR HIGH SCHOOL AND COLLEGE STUDENTS

A Dictionary of Literary Terms. By Charles Duffy and Henry Pettit. Denver: The University of Denver Press, 1951. Pp. 111. Cloth-bound, \$2.00; paper-bound, 00.

This dictionary may be useful for the high school student. Its definitions are brief and simple, and its examples helpful. For the college student, however, it is wholly inadequate. It contains far too few of the keywords of traditional literary criticism, and the vocabulary of the "New Critics" finds no place in it whatever. H. W.

Gray Line and Gold. By R. G. Emery. Philadelphia: Lippincott-Smith Company, 1951. Pp. 207. \$2.50.

Joe McMinn, a poor boy, is admitted to West Point and makes the football team. He grows to love and respect the traditions of honor and duty, but in his senior year he is dazzled by large offers of money to play pro football. To do so, he has to be dismissed before graduation. How he does this, to his later regret and disillusionment, makes a good, but slightly sophisticated, story. As most of the action takes place during out-of-town trips, there is little school background, though the dialogue situations are artificial and contrived, it presents a fair picture of the debatable question of school athletics. E. K. C.

Creative and Mental Growth, Revised Edition. By Viktor Lowenfeld. New York: The Macmillan Company, 1952. Pp. 408. \$5.00.

This is a revised edition of a book which has received rather wide approval as a satisfactory analysis of the psychological aspects of creative art in art education. The new edition contains an expansion of the first chapter to include a discussion of what the author calls self-identification of the child with his art experience and related experiences. Another addition is a summation at the end of each chapter, dealing with intellectual, emotional, social, perceptual, physical, and aesthetic growth for each period under consideration. The book has been further enriched by a selection of illustrations of children's work, reproduced in color. H. G. G.

Picasso, The World's Masters New Series. Edited by Anthony Bertram. New York: The Studio Publications, 1951. Pp. 65. \$1.00.

A brief but intelligent survey of the painter who has dominated his age. There are forty-eight black-and-white reproductions, printed on excellent stock, which carry us on a representative, though necessarily breathless, tour of Picasso's work in painting, drawings, prints, sculpture, and ceramics. The text offers an overview of the problems of contemporary art and indicates Picasso's position in twentieth century art and life. Brief biography and bibliography are included. J. W. E.

Paul Cezanne. By Marion Downer. New York: Lothrop, Lee, and Shepard Company, Inc., 1951. Pp. 177. \$2.50.

Here is a sympathetic portrait of Cezanne, releasing him from his customary labels of misanthrope and recluse which lack of information and understanding have forced upon him. Miss Downer gives a rudimentary biography of Cezanne in a simple and lucid style, revealing his life in the light of his family, friends, physical environment, and art. This volume is recommended for the layman who would enjoy an over-all bird's-eye view of the man and the art of the period. The book closes with sixteen half-tone reproductions of his works and a full color frontispiece. S. R.

A Guide to American Folklore. By Levette J. Davidson. Denver: The University of Denver Press, 1951. Pp. 132. \$2.00.

Here is a handy guide for the tyro, especially for the one who tackles the subject without a teacher. Its chapters, on the average not much more than two short pages in length, are negligible. But its bibliographies, despite some strange omissions, are adequate for the beginner, and even useful for the advanced student. Especially commendable are the appendices that list living authorities on various areas of American folklore and those museums and libraries that are especially rich in these areas. H. W.

The Birds Are Yours. By Robert S. Lemmon. Illustrated by Don Eckelberry. New York: The Macmillan Company, 1951. Pp. 121. \$2.25.

The how and why of forty-four facts concerning birds are discussed by the author. An excellent black and white sketch of a bird illustrates and accompanies each discussion. Typical headings are Back to the Old Home, Same Mate for Life, Why Do Birds Sing, How Nests are Built, Mimics and Ventriloquists, and Bird Temperaments. While the pictures and content are of interest to bird lovers of all ages the book is primarily for more advanced readers. High school students and adults should find it very helpful. D. P.

Living and Planning Your Life. By N. William Newson, Harl R. Douglass and Harry L. Dotson. Illustrated. New York: Harper and Brothers, 1952. Pp. 470.

Although there is a great deal of information in this book it unfortunately attempts too much, combining as it does such freshman guidance topics as orientation to high school and the use of the card catalog with such senior topics as adjustment to college, social security benefits, and marriage plans. Although organized into five units, the chapters do not flow into each other to build a unified book in which some points are subordinate to others.

B. B. P.

Story of Nations. By Lester B. Rogers et al. New York: Henry Holt and Company, 1952. Pp. 730. \$4.16.

Attention is given to all areas of culture within the nations selected for study, including science, music, art, and dancing, thus enabling the student to understand and appreciate the intercultural pattern of present day living. The beautiful and abundant visual aids give vitality and color to the books, while the annotated bibliographies, containing generous reference to fiction and biography, provide for individual differences in interest as well as in reading ability.

F. H. F.

Ragamuffin Alley. By Dorothy Gilman Cutters. Philadelphia: Macrae-Smith Company, 1951. Pp. 206. \$2.50.

Ragamuffin Alley is a dead-end street where seventeen-year-old Marcy and her mother run a boarding house of struggling artists. Marcy inherits a set of puppets and, with the combined talent of all the boarders, opens a puppet theatre in an abandoned warehouse. A co-operative venture, it brings good fortune and romance. Although the characters are rather typed, good social and personal values are stressed for the maturing adolescent. A charming story, recommended for girls.

E. K. C.

FOR YOUNGER CHILDREN

Garden Spider. By Mary Adrian. Illustrated by Ralph Ray. New York: Holiday House, 1951. Pp. 38. \$2.00.

This thirty-eight page book describes the life cycle of the common garden spider from the time the mother lays her eggs until one of newly hatched spiders matures and in turn spins her own egg case. It is a friendly little book which should make the reader stop to examine the activities of this most interesting arachnid the next time he sees it in his garden. Good colored illustrations add clarity to the discussion. Children from the intermediate grades on should enjoy it.

D. P.

Eskimo Boy. By Pipaluk Freuchen. Illustrated by Ingrid Vang Nyman. New York: Lothrop, Lee, and Shepard Company, 1951. Pp. 96. \$2.00.

Challenged by the tragic death of his father, a little Eskimo boy suddenly finds himself the head of a family. His heroic battle for their survival through the bitter cold and the hunger of the winter months reaches its climax when, at the risk of his life, he kills a polar bear and brings aid to the starving family. Bold illustrations in black and white and the helpful picture-dictionary device make the faraway north realistic to young readers.

M. E. C.

On My Honor. Twenty Stories from The American Girl. Selected and edited by Marjorie Vetter. New York: Longmans, Green and Company, 1951. Pp. 229. \$2.75.

While these are grouped by values in the Girl Scout code, they are for any teenage girls who like horses and dogs and who have problems with dates, sororities, and handicaps.

E. R.

Copper's Chance. By Jane S. McIlvaine. Illustrated by Paul Brown. Philadelphia: Macrae-Smith Company, 1951. Pp. 232. \$2.50.

Seventeen-year-old Copper, daughter of a jockey, loves and knows horses. Because of this knowledge and understanding, she is given Fleet Chance, an outlaw horse, to train for the local Horse Show. This experience brings her social contacts and relationships that culminate in a satisfying romance. Characters, situations, and dialogue have an authentic and fresh quality. Highly recommended for teenage girls.

E. K. C.

Only Child. By Marguerite Dickson. New York: Longmans, Green and Company, 1952. Pp. 247. \$2.50.

Gwen, an only child with devoted parents, finds life very pleasant until two cousins come to live with them. The elder, Philippa, excels in everything she does, and Gwen has difficulty in adjusting to the situation. This is the story of how she finds her own "place in the sun," and discovers new friends and interests. Familiar setting of school and home, with good characterizations, makes satisfying though not exciting reading.

E. K. C.

The First Book of Nurses. By Mary Elting. Pictures by Mary Stevens. New York: Franklin Watts Inc., 1951. Pp. 42. \$1.75.

An over-all picture of types of nurses is given: those who visit patients in the city and on Navaho reservations, and those who work for the Red Cross. A nurse's training is discussed: her first training, later duties, receipt of a diploma at the end of three years, the significance of her cap. Brief sketches of famous nurses are given and, in conclusion, pertinent facts about "What Nurses Stand For." Although designed for lower age levels, this is also an excellent book for all who are uninformed as to what the profession of nursing entails.

E. M. H.

Jack O'Moora and the King of Ireland's Son. By Bryan MacMahon. Illustrated by Richard Bennett. New York: E. P. Dutton and Company, Inc., 1950. Pp. 86. \$2.00.

This is an Irish folk legend retold by a man who heard it, when a child, from one of Ireland's last traditional storytellers as he told it at night before the piled up turf fire. The Foreword by Bryan MacMahon puts the reader in a receptive mood for this rare old story filled with Irish mysticism. A typical folktale, it makes fascinating reading. Many excellent full-page black and white drawings add immeasurably to the book. For grades four to six.

L. M. J.

Merry Music Makers. By Elizabeth Sherman. Illustrated by Bill Layne and Barbara Fitzgerald. Chicago: Childrens Press, Inc., 1952. Unp. \$1.00.

It is to be deplored that a book designed to introduce musical instruments to children and to encourage them to play instruments themselves should have turned out to be such a travesty. The simple line drawings of the various instruments in the hands of delightful little children together with the readable descriptions are commendable. However, the full-page cartoon type of colored pictures with such scenes as the squirrel walking the tight rope on the strings of the violin, Arctic penguins skating to the strains of the accordion played by the polar bear, or the duck splashing in a bubble bath in the kettledrum, with the French horn supplying the shower, reduce all to a farce and destroy the value of the book.

L. M. J.

Free and Easy. The Story of a Narragansett Pacer. Fairfax Downey. Illustrated by Frederick Chapman. New York: Charles Scribner's Sons, 1951. Pp. 188. \$0.10.

The love story of Stout Jeffrey and the Irish weaver-daughter is set in colonial Rhode Island plantation. There is evidence of careful research and, as is usual with this author, a great love of animals. E. R.

You and American Life Lines. By John Lewellen. Illustrated by Karl Murr. Chicago: Childrens Press, 1952. Pp. 60. \$1.50.

With wit and wisdom, in picture and in print, author and artist join forces to tell the story of cargo transportation by boat, train, truck, and plane. The simple narrative reflects the expansion and development of a group of struggling colonies hugging the Atlantic coast—into a great productive power, an outstanding leader of the family of nations. Middle grade readers will follow this story of historic adventure and growth with pleasure and profit. M. E. C.

South Sea Adventure. By Willard Price. New York: The John Day Company, Inc., 1952. Pp. 243. \$5.

Adventure from the first word to the last, a gripping story of the sea, written from intimate knowledge of its fantastic but accurate. Every chapter breathes excitement: the capture of a giant sea bat, battle with an octopus, encounters with swordfish and sharks, a hurricane, a secret mission, and the treacherous deserting of two American boys and their native companion on an uninhabited island without shelter, food, or water. Survival is won by sheer grit and sturdy loyalty. M. E. C.

Planet Earth. By Rose Wyler. Illustrated by John Ad. New York: Henry Schuman, Inc., 1952. Pp. 152. \$0.50.

To quote the author, "This book tells the true story of a planet—the one on which we live." The author presents in considerable detail a well-rounded discussion of the major components of our solar system, the relationship between earth and sun, the development and use of maps, and a brief account of the physical com-

position of the earth. The book is well illustrated and presents to students reasonably mature concepts concerning the world around them. V. W. B.

The Secret of the Barnegat Light. By Frances McGuire. Illustrated by Albert Orban. New York: E. P. Dutton and Company, Inc., 1952. Pp. 128. \$2.50.

A fishing cruise with the Stalwart crew of "The Betty," a daring climb to the top of the abandoned Barnegat Lighthouse, the discovery of a clue which leads to the capture of thieves and the recovery of precious jewels,—all these make a memorable summer vacation for Johnny Lee. They also make exciting reading for anyone who thrills to adventure. The story reflects the warmth of good family living and stresses the courage and loyalty of a small boy. M. E. C.

The City. By Roderick and Lisa Peattie. Illustrated by Bunji Tagawa. New York: Henry Schuman, Inc., 1952. Pp. 108. \$2.50.

The book adheres well to its central theme of showing cities as cultural units in society as a whole and the changes which have occurred in the growth and functions of cities from early civilizations to the present. It discusses rather briefly an ancient city of Babylonia, a French city of the Middle Ages, city living in the early stages of the Industrial Revolution, and life in the modern metropolis of today. The illustrations consist of black and white drawings, most of which are thoroughly integrated into the context. V. W. B.

Ellen Tebbits. By Beverly Cleary. Illustrated by Louis Darling. New York: William Morrow and Company, Inc., 1951. Pp. 160. \$2.00.

With the aid of Louis Darling's fine pictures Beatrice Cleary has created in Ellen Tebbits a promising rival for happy Henry Huggins and his dog, Ribsy. Every third grader will enjoy the acquaintance of this little girl, painfully conscious of the bands on her teeth, and rebelling against the long winter "undies." They will chuckle with delight over the amusing episodes of school life, particularly the big secret in the dancing class, and the "creative" dramatization of "The Pied Piper." M. E. C.

FREE AND INEXPENSIVE PAMPHLETS

B'nai B'rith Vocational Service Bureau, 1424 Sixteenth Street, N. W., Washington 6, D. C.:

Cartoon Series: Getting Ahead on Your Job, How to Study, and Planning Your College Career. 1952. Pp. 8, 12, 8 respectively. 25 cents each.

Guidance Series: The Truth About Correspondence Schools, What College Best Meets Your Needs?, Your Interests and Your Career, and Your Vacation Job and Your Career. 1952. Unp. 20 cents each.

Occupational Brief Series: Career as Dental Assistant, Career as Engineer, Career as Dry Cleaner and Spotter, Career as Interior Decorator, Career in House-to-House Selling, Careers in the Book Publishing Industry, Careers for Radio Artists, Careers for Technical School Graduates. 1952. Unp. 20 cents each.

Job Charts for College Women. Four illustrated, colored charts, each 17 by 22 inches. 1952. 50 cents. Board of Education, 228 N. LaSalle Street, Chicago Illinois:

Apprenticeship Training in the Chicago Public Schools. 1952. Pp. 27.

The Chicago Public Schools Offer You a Career in Practical Nursing. Unp.

Educational Division of the Institute of Life Insurance, 488 Madison Avenue, New York 22, New York:

Moderns Make Money Behave. Developed in co-operation with Ione Baal et al. Pp. 16.

A Resource Unit on Money Management and Life Insurance. Developed in co-operation with Ione Baal et al. Pp. 6.

What Life Insurance Means to Our Families, to Our Economy, and to Our Society and Teacher's Guide. Prepared in co-operation with W. Linwood Chase et al. Pp. 24 and 15 respectively.

Indiana University Bookstore, Bloomington, Indiana:

Bulletins of the School of Education, Indiana University: Thesis Abstract Series:

Attitudes and Opinions of School Board Members in Indiana Cities and Towns. By Maurice E. Stapley. March, 1951. Pp. 42. 75 cents.

Factors that High School Students Associate with Selection of Teaching as a Vocation. By Robert W. Richey et al. 1952. Pp. 46. \$1.00.

Indiana and Midwest School Building Planning Conference Proceedings. November, 1951. Pp. 139. \$1.00.

Standardized Testing in the Schools of Indiana. By Roscoe A. Boyer and Merrill T. Eaton. January, 1951. Pp. 39. 75 cents.

- Story of a Workshop.* By Maurice E. Stapley. January, 1952. Pp. 47. \$1.00.
- Studies in Education, Abstracts of Theses 1945-1949.* July, 1950. Pp. 108. 75 cents.
- A Study of Some Opinions of High School Students with Regard to Teachers and Teaching.* By Robert W. Richey and William H. Fox. July, 1951. Pp. 64. 75 cents.
- Thesis Abstract Series:*
- Studies in Education 1950.* 1951. Pp. 138. \$1.00.
- Studies in Education 1951.* 1952. Pp. 195. \$1.00.
- Intergroup Education Pamphlets*, published by the National Conference of Christians and Jews, Inc., 381 Fourth Avenue, New York 16, New York, are obtainable at 25 cents each from local N. C. C. J. offices:
- Feelings Are Facts.* By Margaret M. Heaton. 1952. Pp. 60.
- Readings in Intergroup Relations.* By Helen F. Storen. 1952. Pp. 39.
- The Resolution of Intergroup Tensions.* By Gordon W. Allport. 1952. Pp. 49.
- The National Council for Historic Sites and Buildings, 712 Jackson Place, N. W., Washington 6, D. C.:
- History on Highways, "Short Cut to Site-Seeing,"* reprinted from *Planning and Civic Comment*, December, 1951. Pp. 10.
- Historic Preservation, Quarterly.*
- National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.:
- Citizens and Educational Policies.* By the Educational Policies Commission. 1951. Pp. 19. 15 cents.
- Public Schools a Top Priority.* By the Educational Policies Commission. 1951. Pp. 15. 15 cents.
- The New York State English Council, Colgate University, Hamilton, New York, publications available at 25 cents each:
- Research Essay Project, Monograph I.* By Richard Corbin. 1950. Pp. 15.
- Making an Inexpensive Sound Film, A Group Project, Monograph II.* By Richard G. Decker. 1951. Pp. 16.
- Group Dynamics in an Idea-Centered Curriculum, Monograph III.* By Mary E. Holleran. Pp. 15.
- The English Record, Conference Reports.* 1951. Pp. 40. 25 cents.
- Public Affairs Pamphlets*, 32 pages each, published by the Public Affairs Committee, Inc., 22 East 38th Street, New York 16, New York:
- Blood—Your Gift of Life.* By Alton L. Blakeslee. 1951. 20 cents.
- Don't Underestimate Woman Power.* By Dallas Johnson and Elizabeth Bass Golding. 1951. 20 cents.
- Genetics—The Science of Heredity.* By John Pfeiffer. 1950. 20 cents.
- Getting Ready to Retire.* By Kathryn Close. 1952. 25 cents.
- How Can We Pay for Defense?* By Maxwell S. Stewart. 1951. 20 cents.
- Loyalty in a Democracy, A Roundtable Report.* Edited by Maxwell S. Stewart. 1952. 25 cents.
- Politics Is What You Make It.* By Joseph E. McLean. 1952. 25 cents.
- So You Want to Adopt a Baby.* By Ruth Carson. 1951. 20 cents.
- Something Can Be Done About Chronic Illness.* By Herbert Yahraes. 1951. 25 cents.
- South Africa Today.* By Alan Paton. 1951. 25 cents.
- When Mental Illness Strikes Your Family.* By Kathleen Doyle. 1951. 20 cents.
- Why Some Women Stay Single.* By Elizabeth Ogg. 1951. 25 cents.
- Your Neighbor's Health Is Your Business.* By Albert Q. Maisel. 1952. 25 cents.
- Science Research Associates, Inc., 57 West Gran Avenue, Chicago 10, Illinois:
- A Guide for Child-Study Groups.* By Ethel Kavin. 1952. Pp. 72. 64 cents; 48 cents in quantities of ten or more.
- Junior Life Adjustment Booklets*, 40 cents each or 3 for \$1.00; quantity prices on request, pp. 40 each.
- Clubs Are Fun.* By Mildred C. Letton and Ade M. Ries. Illustrated by Lucy Ozone. 1952.
- Exploring Atomic Energy.* By John Lewelle. Illustrated by Lucy Ozone. 1951.
- Guide to Good Manners.* By Mary Beery. Illustrated by Lucy Ozone. 1952.
- High School Ahead.* By Rolfe Lanier Hunt. Illustrated by Yoshiko Ozone. 1952.
- How You Grow.* By Bernice L. Neugarten. Illustrated by Lucy Ozone. 1951.
- Life With Brothers and Sisters.* By Frances Ullmann in co-operation with the Child Study Association of America. Illustrated by Yoshiko Ozone. 1952.
- You and Your Problems.* By Stanley E. Dimond. Illustrated by Janet LaSalle. 1952.
- You Can Read Better.* By Paul Witty and Harry Bricker. Illustrated by Lucy Ozone. 1951.
- Life Adjustment Booklets*, 40 cents each or 3 for \$1.00; quantity prices on request, pp. 48 each:
- Baby-Sitters' Handbook.* By Judy Flander. Illustrated by Bea Leonard. 1952.
- Facts About Alcohol.* By Raymond G. McCarthy. Illustrated by Seymour Fleishman. 1951.
- Facts About Juvenile Delinquency.* By Ruth Strang. Illustrated by Alida Marsh. 1952.
- Facts About Narcotics.* By Victor H. and Virginia E. Vogel. Illustrated by Seymour Fleishman. 1951.
- High School Handbook.* By Margaret E. Bennett. 1950.
- How to Write Better.* By Rudolf Flesch. Illustrated by Alida Marsh. 1951.
- Our World of Work.* By Semour L. Wolfbein and Harold Goldstein. Charts by Audrey Smock. Illustrated by Bob Rowe. 1951.
- Primer of Atomic Energy.* By John Lewelle. Illustrated by Seymour Fleishman. 1952.
- What Are Your Problems?* By H. H. Remmer and C. G. Hackett. Illustrated by Lucy Ozone. 1951.
- What Is Honesty?* By Thaddeus B. Clark. Illustrated by Yoshiko Ozone. 1952.
- You and Unions.* By Dale Yoder. Illustrated by Joe Phelan. 1951.
- Your Behavior Problems.* By O. Spurgeon English and Constance J. Foster. Illustrated by Bea Leonard. 1952.
- Your Club Handbook.* By Nancy E. McDowell. Illustrated by Yoshiko Ozone. 1951.
- Your Heredity.* By Bernice L. Neugarten. Diagrams by George McVicker; illustrated by Jane LaSalle. 1951.
- Better Living Booklets*, For Parents and Teachers. 40 cents each or 3 for \$1.00; quantity prices on request, pp. 48 each:
- Emotional Problems of Growing Up.* By O. Spurgeon English and Stuart M. Finch. Illustrated by Kathleen Shepherd. 1951.
- Exploring Children's Interests.* By G. Frederick Kuder and Blanche B. Paulson. Illustrated by Seymour Fleishman. 1951.

Fears of Children. By Helen Ross. Illustrated by Janet LaSalle. 1951.

Guiding Children's Social Growth. By Ellis Weitzman. Illustrated by Yoshiko Ozone. 1951.

Helping Children Talk Better. By C. Van Riper. Illustrated by Yoshiko Ozone. 1951.

Helping Children Understand Sex. By Lester A. Kirkendall. Illustrated by Seymour Fleishman. 1952.

How to Live With Children. By Edith G. Neisser and the Staff of the Association for Family Living, Chicago. Illustrated by Pat Woolway. 1950.

Mental Abilities of Children. By Thelma Gwinn Thurstone and Katherine Mann Byrne. Illustrated by Lucy Ozone. 1951.

Parents and Teachers as Partners. By Eva H. Grant. Illustrated by Seymour Fleishman. 1952.

Self-Understanding, A First Step to Understanding Children. By William C. Menninger. Illustrated by Lucy Ozone. 1951.

When Children Start Dating. By Edith G. Neisser. Illustrated by Janet LaSalle. 1951.

Why Children Misbehave. By Charles W. Leonard. Illustrated by Alida Marsh. 1952.

Your Child and Radio, TV, Comics, and Movies. By Paul Witty and Harry Bricker. Illustrated by Bea Leonard. 1952.

Your Children's Heredity. By Bernice L. Neugarten. Diagrams by George McVicker; illustrated by Lucy Ozone. 1951.

Your Children's Manners. By Rhoda E. Bacmeister. Illustrated by Janet LaSalle. 1952.

Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.:

Annual Report of the Federal Security Agency, 1951. Pp. 42. 20 cents.

Automobile Transportation in Defense or War. By Wilfred Owen. 1951. Pp. 68. 25 cents.

Building America's Might, Report to the President by the Director of Defense Mobilization, Charles E. Wilson. 1951. Pp. 43.

Citizens Look at Our Schoolhouses. A Progress Report by the Citizens Federal Committee on Education. 1951. Pp. 21. 15 cents.

Counseling High-School Students During the Defense Period. By Leonard M. Miller. 1952. Pp. 34. 25 cents.

Defense Mobilization—The Shield Against Aggression, Sixth Quarterly Report to the President by the Director of Defense Mobilization, John R. Steelman. 1952. Pp. 51. 30 cents.

Education in Rural and City School Systems, Some Statistical Indices for 1947-48. 1951. Pp. 13. 15 cents.

Effect of Defense Program on Employment Outlook in Engineering. By Helen Wood and Robert W. Cain. 1951. Pp. 13. 15 cents.

Effect of Defense Program on Employment Situation in Elementary and Secondary School Teaching. By Cora E. Taylor. 1951. Pp. 14. 15 cents.

Federal Government Funds for Education 1948-49 and 1949-50. By Clayton D. Hutchins and Myrtis Keels. 1951. Pp. 72. 25 cents.

How Children Learn About Human Rights. By Wilhelmina Hill and Helen K. Mackintosh. 1951. Pp. 16. 15 cents.

Keystones of Good Staff Relationships. By Ellsworth Tompkins. 1951. Pp. 16. 15 cents.

Meeting Defense Goals, A Must for Everyone. By the Director of Defense Mobilization, Charles E. Wilson. 1951. Pp. 48. 30 cents.

The Mutual Security Program—For a Strong and Free World, First Report to Congress. 1952. Pp. 81.

Occupational Outlook Series. By United States Department of Labor and the Bureau of Labor Statistics in co-operation with the Veterans Administration:

Employment Outlook in Accounting. 1951. Pp. 32. 20 cents.

Employment Outlook in Department Stores. 1951. Pp. 23. 20 cents.

Employment Outlook in Men's Tailored Clothing Industry. 1951. Pp. 32. 25 cents.

Employment Outlook in the Merchant Marine. 1952. Pp. 38. 30 cents.

Offerings and Enrollments in High-School Subjects, 1948-49. By Mabel C. Rice, J. Dan Hull, and Grace S. Wright. 1951. Pp. 118. 30 cents.

Our Foreign Policy 1952. Pp. 79. 25 cents.

Physical Education in the School Child's Day. By Simon A. McNeely and Elsa Schneider. 1950. Pp. 94. 30 cents.

A Report on an Administrative Survey of the U. S. Office of Education of the Federal Security Agency. 1950. Pp. 82.

Strength for the Long Run, Fifth Quarterly Report to the President by the Director of Defense Mobilization, Charles E. Wilson. 1952. Pp. 48. 35 cents.

Strong Dollars. By Eric Johnston. 1951. Pp. 39. 25 cents.

Students and the Armed Forces. By the Department of Defense. 1952. Pp. 88. 45 cents.

UNESCO Pamphlets:

Available from Columbia University Press 2960 Broadway, New York 27, New York:

The Education and Training of Teachers Toward World Understanding, II. 1949. Pp. 61. 20 cents.

The Race Question in Modern Science Series, 1951, 25 cents each:

Race and Biology. By L. C. Dunn. Pp. 48.

Race and Culture. By Michel Leiris. Pp. 46.

Race and Psychology. By Otto Kineberg. Pp. 40.

Racial Myths. By Juan Comas. Pp. 51.

The Roots of Prejudice. By Arnold Rose. Pp. 44.

Raising the School-Leaving Age. By I. L. Kandel. 1951. Pp. 72. 50 cents.

UNESCO and Its Program, II—The Basic Programme. 1950. Pp. 26. \$10 per 100.

UNESCO and Its Programme, III—The Race Question. 1951. Pp. 11. \$5 per 100.

Published by the Manhattan Publishing Company, 225 LaFayette Street, New York 12, New York:

The Puzzle of Food and People—a geography reader. By Amabel Williams-Ellis. 1951. Pp. 59. 60 cents; special prices in quantities of 25 or more.

Achievement Choral Collection for Soprano, Alto, and Baritone. Compiled and arranged by Merle J. Isaac. Carl Fischer, Inc., Cooper Square, New York 3, New York. 1951. Pp. 19. 40 cents.

The American Educational Catalog. Eightieth and Eighty-first Annual Issues. R. R. Bowker Company, 62 West 45th Street, New York 19, New York. 1951 and 1952. Pp. 166 and 152. \$1.00 each.

Anthology in Educology. By Lowry W. Harding, William C. Brown Company, Dubuque, Iowa, 1951. Pp. 78. \$1.00.

Areas of Research Interest in the Language Arts. Prepared by a Committee of the National Conference on Research in English, Nila Banton Smith, Chairman. The National Council of Teachers of English, 211 West 68th Street, Chicago 21, Illinois, 1952. Pp. 36. 50 cents; 35 cents each for ten or more.

The Canadian Catalogue of Books Published in Canada, About Canada, As Well as Those Written by Canadians, with Imprint of 1949. Compiled by The Toronto Public Libraries and published as a Supplement to *The Ontario Library Review*, 1950. Pp. 63.

Careers in Publishing and Printing. By Juvenal L. Angel. Modern Vocational Trends, 28 East Jackson Boulevard, Chicago 4, Illinois, 1951. Pp. 15. 50 cents.

Directory of Business Schools in the United States. National Association and Council of Business Schools, Washington 9, D. C., 1951. Pp. 31.

Education and National Security. By the Educational Policies Commission of the National Education Association of the United States and the American Association of School Administrators, and the Executive Committee of the American Council on Education. Available from the National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C., or the American Council on Education, 1785 Massachusetts Avenue, N. W., Washington 6, D. C. 1951. Pp. 60. 50 cents; special quantity rates.

Farm Youths' Appraisal of Their Adjustments, Compared with Other Youth. By L. J. Elias. Agricultural Experiment Station, The State College of Washington, Pullman, Washington, 1949. Pp. 45.

Free and Inexpensive Learning Materials. Division of Surveys and Field Services, George Peabody College for Teachers, Nashville, Tennessee, 1951. Pp. 194. \$1.00.

Historical Development of the American Flag. By William M. Markoe. Public Affairs Press, 2153 Florida Avenue, Washington 8, D. C., 1952. Pp. 16. \$1.00.

Hobbies, the Magazine of The Buffalo Museum of Science, Humboldt Park, Buffalo 11, New York. 10 cents.

Home Study Blue Book and Directory of Accredited Private Home Study Schools and Courses, 1951. Compiled by J. S. Noffsinger. National Home Study Council, Washington 9, D. C., 1951. Pp. 32.

Human Relations in Higher Education, A Report of a National Student Conference Held at Earlham College, March 29-31, 1951. Edited by Francis J. Brown and Richard B. Anliot. American Council on Education, 1785 Massachusetts Avenue, Washington 6, D. C. Pp. 74. \$1.00.

Inventory of Research in Racial and Cultural Relations, Volume 4, Bulletins 1-4. By the Committee on Education, Training and Research in Race Relations of The University of Chicago. Available from the Committee. 1951 and 1952. Pp. 80, 84, 84, 84 respectively. Sample copy free. Eleven back issues, through Volume 3, No. 4, \$5.00; additional back issues, 50 cents each.

Money Management, Your Food Dollar and Money Management, Your Health Dollar. Edited by the Consumer Education Department of Household Finance Corporation, 919 North Michigan Avenue, Chicago 11, Illinois, 1951. Pp. 36 and 32 respectively. Free at any of the Corporation's offices or send five cents, for mailing and handling charges, to the Corporation's main office.

The Newly Appointed Teacher. By the Committee on The Newly Appointed Teacher, Metropolitan School Study Council. Bureau of Publications, Teachers College, Columbia University, New York, 1950. Pp. 49. 60 cents.

Nineteenth Annual Conference on Youth and Community Service sponsored by The Division for Youth and Community Service in co-operation with the Big

Brothers and Sisters Association of Illinois. Department of Public Welfare, Division for Youth and Community Service, 628 East Adams Street, Springfield, Illinois, 1950. Pp. 203.

Occupations Course, Units 1-3: You and Your Future, Exploring Occupations, and Success in the World of Work. By R. Floyd Cromwell and Morgan D. Pamerter. Guidance Publications, Box 4524, Govans Station, Baltimore 12, Maryland, 1947. Pp. 48, 56, and 48 respectively. 50 cents each, 45 cents each for 50 or more. Also distributed by The Psychological Corporation, Fifth Avenue, New York 18, New York.

Published by the Author, A Catalog of Selected Author-Published Books and Pamphlets, 1952. Compiled and issued by The William-Frederick Press Pamphlet Distributing Company, 313 West 35th Street, New York 1, New York.

Rearmament and Anglo-American Economic Relations, A Problem Paper. Prepared by the Staff of The International Studies Group of The Brookings Institution, Washington 6, D. C., 1952. Pp. 64. 60 cents.

Report of the Committee on Cartels and Monopoly The Twentieth Century Fund, reprinted from *Monopoly and Free Enterprise* by George W. Stocking and Myron W. Watkins. The Twentieth Century Fund, Inc., 3 West 42nd Street, New York 18, 1951. Pp. 571.

A Survey of Economic Education. By C. W. McKim and H. G. Moulton. The Brookings Institution, Washington 6, D. C., 1951. Pp. 63. 50 cents.

Talent Finding and Career Planning in the Chicago Public Schools. By Blanche B. Paulson. Curriculum Brochure Number Two, Board of Education, 228 North LaSalle Street, Chicago 1, Illinois, 1950. Pp. 38.

Thirty-second Annual Report of the Institute of International Education, 1 East 67th Street, New York 21, New York. 1951. Pp. 72.

The United Nations, Its Record and Its Prospects. The Carnegie Endowment for International Peace, 4 West 117th Street, New York, 1950. Pp. 60. 20 cents; special quantity rates.

What Life Insurance Means to Our Families, to Our Economy, and to Our Society and Teacher's Guide. Prepared in co-operation with W. Linwood Chase et al. Educational Division of the Institute of Life Insurance, 488 Madison Avenue, New York 22, New York, 1951. Pp. 24 and 15 respectively.

Where Do We Go From Here? The Problem of Mass Communication in America. By Norman Woolfe. Teaching Aids Laboratory, Bureau of Educational Research, Ohio State University, 1951. Pp. 25.

Words for Work, Handbook of Trade Terms for Tutoring Program for New Americans. Edited by Norman Feingold. Jewish Vocational Service of Greater Boston, 72 Franklin Street, Boston 10, Massachusetts, 1952. Pp. 140. 60 cents; 50 cents each in quantities of 25 or more.

Working Your Way through College. By Kenneth Rathbun. Cavalier Publishing Company, Post Office Box 8557, Westhampton Station, Richmond 26, Virginia, 1951. Pp. 55. \$1.25.

Your Opportunities in Science. National Association of Manufacturers, 14 West 49th Street, New York 18, New York, 1952. Pp. 30. Free.

Your Vote, The Key to Good Government. By the Department of Instruction and Guidance of the Board of Education of Chicago in co-operation with the Board of Election Commissioners. Joint Civic Committee Elections, Board of Education, 228 North LaSalle Street, Chicago 1, Illinois. Pp. 32.

EDUCATIONAL CONFERENCES AND CONVENTIONS

- October 20-23: Adult Education Association of the United States, NEA, East Lansing, Michigan.
- October 20-24: National Safety Congress and Exposition, Chicago, Illinois.
- October 25-26 Annual Fall Conference of Illinois Association for Childhood Education, The University of Chicago.
- October 27: Association of Urban Universities, Park Sheraton Hotel, Detroit, Michigan.
- November 11-13: Association of University Evening Colleges, Atlanta, Georgia.
- November 27-29: National Council for the Social Studies, Dallas, Texas.
- November 27-29: National Council of Teachers of English, Boston, Massachusetts.
- November 28-29: Central Association of Science and Mathematics Teachers, Edgewater Beach Hotel, Chicago, Illinois.
- December 1-4: Annual Meeting of the Association of Colleges and Secondary Schools for Negroes, Memphis, Tennessee.
- December 27-29: National Council for Teachers of Mathematics, Stillwater, Oklahoma.
- December 28-30: Annual Meeting of the National Business Teachers Association, Chicago, Illinois.

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